



L

148

.C5

1890

Author

Title

Imprint



HAND-BOOK  
FOR  
IOWA TEACHERS  
1890.

THE SCHOOL LAW DIRECTLY AFFECTING TEACHERS,  
A COURSE OF STUDY FOR COUNTRY SCHOOLS,  
AND AN OUTLINE OF CIVIL GOVERNMENT.

PREPARED AT THE DEPARTMENT OF PUBLIC INSTRUCTION, TO BE USED IN  
NORMAL INSTITUTES, AND AFTERWARDS BY TEACHERS  
IN THEIR SCHOOL WORK.

THIS BOOK MUST REMAIN FOR THE USE OF SUCCESSIVE TEACHERS IN THE  
SAME SCHOOL. IT SHOULD BE HANDED TO THE SECRETARY  
WITH THE COPY OF THE TEACHER'S REGISTER

HENRY SABIN,  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

DES MOINES.  
G. H. RAGSDALE, STATE PRINTER.  
1890.

DATA

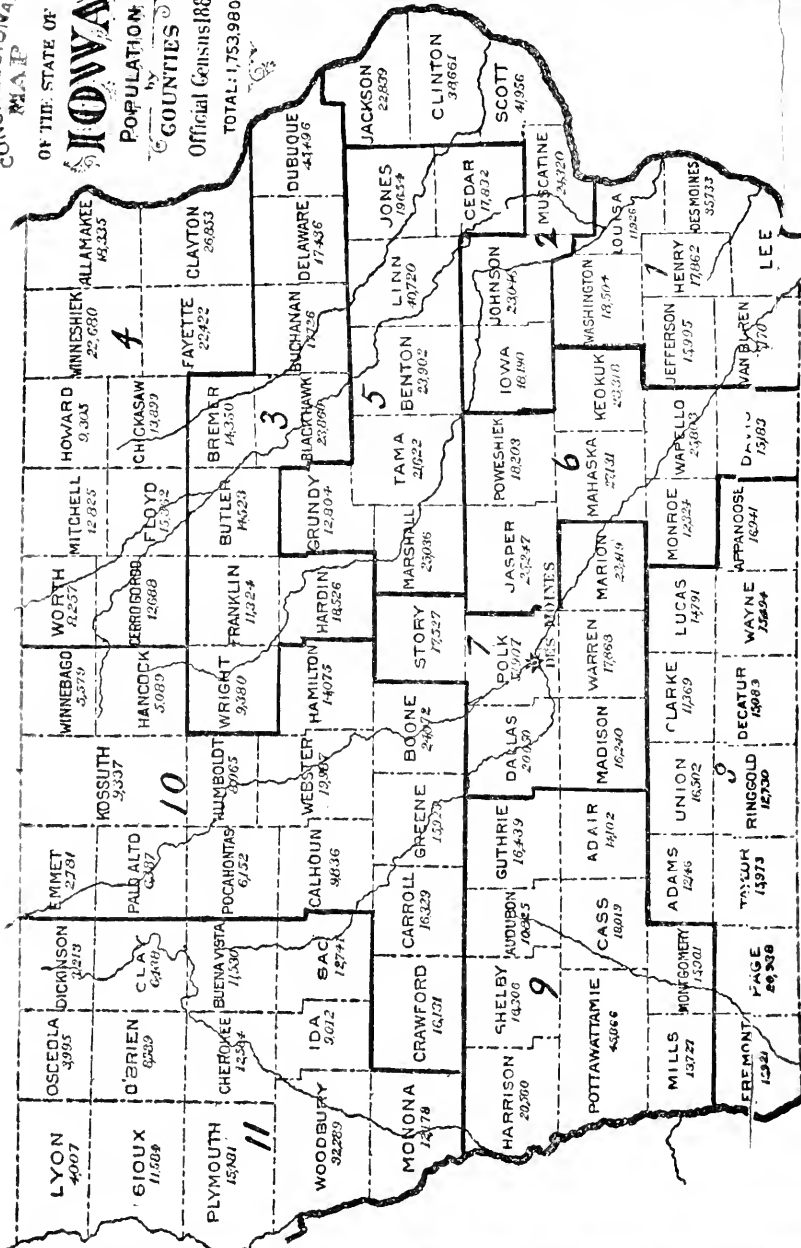
OF THE STATE OF

HOWA

## POPULATION by COUNTRIES

Official Census 1885.

TOTAL: 1,753,980.



# HAND-BOOK

FOR

# IOWA TEACHERS

---

1890.

---

THE SCHOOL LAW DIRECTLY AFFECTING TEACHERS,  
A COURSE OF STUDY FOR COUNTRY SCHOOLS,  
AND AN OUTLINE OF CIVIL GOVERNMENT.

---

PREPARED AT THE DEPARTMENT OF PUBLIC INSTRUCTION, TO BE USED IN  
NORMAL INSTITUTES, AND AFTERWARDS BY TEACHERS  
IN THEIR SCHOOL WORK.

---

HENRY SABIN,  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

---

DES MOINES:  
G. H. RAGSDALE, STATE PRINTER,  
1890.

## PREFACE.

This compilation of a few sections of law, and brief remarks connected therewith, will have value for the many teachers in Iowa who feel the urgent need of a better chance to become acquainted with their duties, rights, and legal obligations. If the last legislature had so provided, we would gladly furnish the complete school law, for the use of teachers.

All readers will understand that many of the remarks under the several sections have only such force as there is value in the reason of the comment. We have attempted to sum up the best conclusions of those most closely connected with school matters. Very many of these remarks are based upon decisions of our courts, or on official opinions by the attorney general. Upon a large number of subjects, our annotations reflect the uniform holding of this department through many years. It is hoped the interpretations given will be found a helpful and safe guide to the large body of workers who are so faithfully striving to increase the efficiency of our schools.

The course of study for country schools is commended to the serious consideration of teachers and school officers. Every one should be actively interested in a matter affecting so vitally the welfare of the entire people. The great value of organized, uniform, continuous effort is seen in every division of labor. There is a widespread demand for a course, the use of which will unify and harmonize the work of the ungraded schools throughout the state.

We urge the adoption of this course in its general outlines, believing it to be well suited for its purpose. Boards of directors should insist upon the course being followed in the schools under their care. They should earnestly support the efforts of the county superintendent, and should instruct the teachers in their schools to comply cheerfully with his suggestions and requirements.

Use has been freely made of courses of study as adopted in other states, and care has been taken not to depart widely from the courses now used in many counties of Iowa. We hope the work may accomplish all we expect from it.

The immediate preparation of the outlines has been in the care of Professor A. L. Shattuck, of Tipton, to whom we are under obligations for much painstaking labor.

The outlines of the course in civil government will be found useful in every school in the state. There is great need that our children should be thoroughly instructed in the nature of the government under which they live, and in their duties, rights, and privileges as citizens.

This course is by no means exhaustive. The teacher will find it a benefit to consult text-books upon this subject, such as may readily be procured at small expense. If he will first take pains to inform himself, and carefully prepare his work, he will find no difficulty in interesting those under his care in this study.

These outlines should be used in the county institutes for the purpose of drilling the teachers in the best methods of presenting this subject before their classes. There is no topic of greater interest to the people, or more important in its bearings upon our social and political welfare.

We are indebted to Professor George Chandler, of Osage, for this carefully prepared outline in civil government.

HENRY SABIN,

*Superintendent of Public Instruction.*

*Des Moines, Iowa, July 1, 1890.*

Louis R. Klemm

Bequest

Feb. 1926

PROVISIONS OF LAW MOST DIRECTLY AFFECTING TEACHERS.

RELATING TO ALL BOARDS OF DIRECTORS.

SECTION 1726. They may establish graded or union schools wherever they may be necessary, and may select a person who shall have the general supervision of the schools in their district, subject to the rules and regulations of the board.

SEC. 1734. They shall visit the schools in their district, and aid the teachers in establishing and enforcing the rules for the government of the schools, and see that they keep a correct list of the pupils, embracing the periods of time during which they have attended school, the branches taught, and such other matters as may be required by the county superintendent. In case a teacher employed in any of the schools of the district township is found to be

SEC. 1726. *Remark 1.* With their power to establish and maintain graded schools, all boards are invested with the authority to prescribe a course of study in the different branches to be taught.

2. It is very desirable that boards, county superintendent, and teachers should work together in efforts to classify and harmonize the work to be done in the ungraded schools. Much may be accomplished by concert of action in carrying forward some uniform method of classification and instruction.

3. The course of study included in this volume has been prepared with great care, and it is earnestly recommended for general use. It is hoped all boards will take official action as early as possible, and adopt the course for the schools of their district.

SEC. 1734. *Remark 1.* Boards have entire control over the public schools of their district and the teachers employed therein.

2. Rules and regulations governing teachers and scholars, may be adopted and enforced by the board, as the best interests of the schools may seem to require.

3. The rules adopted by the board remain and continue in force until repealed.

4. The teacher is the agent of the board, and rules made by him and enforced with either the formal or tacit consent of the board, are in effect the rules of the board.

5. If it is understood that the principal of a school has charge of other rooms besides his own, he has the same power in managing the children that is by law given to other teachers.

6. The board of every district should adopt a carefully prepared course of study. The electors may add other branches, making subsequent revision desirable.

7. The law does not clearly prescribe the several branches that shall be taught in the public schools, further than to require the teachers to be qualified to teach certain branches enumerated. It is plainly implied that all those common branches are to be included in every course of study.

8. In the absence of instruction by the electors, the board should decide what branches in addition to those in a teacher's examination, shall be taught.

9. The board of every district have the right to include music, drawing, or any other branch, in the course of study for their schools.

10. It is the duty of the teacher, under the direction of the board, to determine what branches can best be pursued by each pupil.

incompetent, or is guilty of partiality or dereliction in the discharge of his duties, or for any other sufficient cause shown, the board of directors may, after a full and fair investigation of the facts of the case, at a meeting convened for the purpose, at which the teacher shall be permitted to be present and make his defense, discharge him.

---

11. Without special mention in the teacher's contract, it is understood that only the common branches are expected to be taught.

12. It is not within the province of individual parties to demand instruction outside the branches usually taught.

13. Every scholar must study physiology and hygiene, including the effects of stimulants and narcotics, until the outline upon that branch, as prepared by the board, has been completed.

14. It becomes the duty of every teacher to follow the plan of work indicated in the course of study. When difficulties are met, if no other person has general supervision, the matter may be brought to the attention of the board.

15. As regards classification, the board have absolute control. But as the teacher is by common consent presumed to know what will be best for all, custom has left to him the making of the program, and the placing of scholars in the proper classes. In doing this, however, he acts for the board, and any complaint should not be made to the teacher, but to them.

16. If a scholar is found to be so deficient in the common branches, that he is unable to take the work in a class more advanced, without detriment to the class and to himself, it is plain that he may be classified in each branch where he is likely to receive the greatest good. The penalty for not pursuing a suitable course of study will be found in the fact that such scholars may be denied promotion, and may not be allowed to graduate.

17. In connection with the course of study, the board should designate the teaching helps and apparatus to be used, and should also arrange to furnish such appliances as soon as they are needed.

18. A conscientious compliance with the requirements regarding visitation would greatly increase the efficiency of the schools. There are very many things that may be best ascertained by visiting the school, inspecting the work of the pupils, and conversing with the teacher. The teacher can accomplish the best results only when he is sure of the hearty co-operation and support of the board.

19. It is the duty of every board to see that their teachers comply strictly with all requirements made by the county superintendent, as well as with all rules made by the board.

20. Every teacher in the county may be required to make such reports, agreeing with the spirit of the law, as the county superintendent may request, in such form and at such reasonable times as the county superintendent may determine.

21. The continued refusal to comply with all uniform and reasonable regulations made by the county superintendent, or by a board, on the part of any one employed as teacher, would constitute good cause for revocation or subsequent refusal of certificate, or for dismissal by the board.

22. In the trial of a teacher, when it is sought to dismiss him, all the provisions of section 1734 must be strictly complied with. The board must allow the teacher to make a full defense, and the teacher may appear by attorney, or otherwise, as he chooses.

23. Boards may dismiss teachers only for good cause shown. In case the board pass an order to dismiss, the material reason therefor should be spread upon the record, for, while in case of contest, these reasons would not be conclusive against the teacher, the board would be estopped from presenting other reasons than those named in the record.

24. When a teacher is unjustly dismissed, an appeal may be taken from the action of the board in dismissing him, but a suit at law must be brought, if he seeks to recover his pay upon the contract. The teacher should be paid only to the date of legal dismissal.



SEC. 1735. The majority of the board in independent districts shall have power, with the concurrence of the president of the board of directors, to dismiss or suspend any pupils from the school in their district for gross immorality or for a persistent violation of the regulations or rules of the school, and to re-admit them if they deem proper so to do.

---

SEC. 1735. *Remark 1.* The board will be justified in refusing to permit the attendance of a pupil whose parent will not consent that he shall obey the rules of the school.

2. A board may not adopt a rule which will deprive a child of school privileges, except as a punishment for breach of discipline or an offense against good morals.

3. It is competent for boards to provide by rules that pupils may be suspended from the schools in case they shall be absent or tardy a certain number of times within a fixed period, except for sickness or other unavoidable cause.

4. If the effects of acts done out of school hours reach within the school-room during school hours, and are detrimental to good order and the best interests of the pupils, it is evident that such acts may be forbidden.

5. We believe our courts will sustain boards in recognizing flagrant offenses having a direct and immediate tendency to injure the school, to bring contempt upon the teacher, or to subvert the authority of the board, even though such offenses may be committed away from the school grounds, and out of school hours. And if boards find it necessary, in their opinion, to adopt and enforce reasonable regulations in such cases, we believe their action will not be interfered with by the courts.

6. The board should exclude children coming from houses where there are contagious diseases, and they may also enforce a rule that children not vaccinated shall be excluded.

7. The law does not provide that the board are compelled to give scholar or parents notice or chance for defense, before ordering suspension or expulsion of the scholar. The board have large discretionary powers. This is one of the matters which come wholly within their discretion. But it would be well for the board carefully to investigate the charges, before dismissing any scholar.

8. For good cause, a teacher may suspend without fixing the time, notice being also at once given to the board, for their prompt action.

9. The period of time fixed by the board during which suspension or expulsion shall be in force, should be clearly indicated. Conditions upon which earlier re-admission is provided for, may very properly be given in the same connection.

10. The teacher has control over scholars during school hours, within reasonable limits, unless restricted by a rule of the board. He may require a scholar to remain in his seat during recess as a punishment. However, it is not wise to deprive children, to any great extent, of the exercise necessary to their physical well-being.

11. A teacher may not detain a scholar after school hours, against the wish of the parent.

12. The teacher is responsible for the discipline of his school, and for the progress and deportment of his scholars. It is his imperative duty to maintain good order and require of all a faithful performance of their duties. If he fails to do so he is unfit for his position. To enable him to discharge these duties effectually, he must necessarily have the power to enforce prompt obedience to his requests. For this reason the law gives him the power, in proper cases, to inflict punishment upon refractory scholars.

13. In applying correction, the teacher must exercise sound discretion and judgment, and should choose a kind of punishment adapted not only to the offense, but to the offender. Corporal punishment is a severe remedy, and its use should be reserved for the baser faults.

## CHAPTER 1, LAWS OF 1886.

### TEACHING AND STUDY OF EFFECTS OF ALCOHOL AND STIMULANTS UPON THE HUMAN SYSTEM.

SECTION 1. Physiology and hygiene, which must in each division of the subject thereof include special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, shall be included in the branches of study now and hereafter required to be regularly taught to and studied by all pupils in common schools and in all normal institutes, and normal and industrial schools, and the schools at the soldiers' orphans' home and home for indigent children.

SEC. 2. It shall be the duty of all boards of directors of schools and of boards of trustees, and of county superintendents in the case of normal institutes, to see to the observance of this statute and make provision therefor, and it is especially enjoined on the county superintendent of each county that he include in his report to the superintendent of public instruction the manner and extent to which the requirements of section one of this act are complied with in the schools and institutes under his charge, and the secretary of school boards in cities and towns is especially charged with the duty of reporting to the superintendent of public instruction as to the observance of said section one hereof, in their respective town and city schools, and only such schools and educational institutions reporting compliance, as above required, shall receive the proportion of school funds or allowance of public money to which they would be otherwise entitled.

SEC. 3. The county superintendent shall not after the first day of July, 1887, issue a certificate to any person who has not passed a satisfactory examination in physiology and hygiene with especial reference to the effects

---

SEC. 1. *Remark 1.* The words *regularly taught* are construed to mean as other branches are taught.

2. This study must begin in the lowest primary class. In what grade or class it shall be completed, is to be determined by the board.

3. Primary classes must be instructed orally, as the children are not old enough to use or comprehend a book. But this oral instruction must be outlined as a course, and adopted by each board.

4. The portion assigned to each grade or class should be thoroughly mastered before more advanced work is entered upon.

5. Teachers should be careful to give instruction in accordance with the spirit of the law. *Total abstinence* should be taught as the *only sure way* to escape the evils arising from the use of alcoholic drinks and tobacco.

SEC. 2. *Remark 1.* Boards cannot shift the responsibility by simply providing that teachers shall give instruction in this branch. They must see to it that the work is actually done by the teachers, as the law requires.

2. In normal institutes, efficient and earnest instructors should be employed. Charts and other appliances should be amply provided. Physicians and scientists may be invited to lecture, and teachers should be exhorted to be sincere, fearless and faithful, in the discharge of their duty.

SEC. 3. *Remark 1.* To teach a special branch, a person may receive a certificate for that study only, and is not required also to be examined as herein provided for teachers in general.

2. County superintendents should know that every teacher is complying fully with this statute and any teacher failing or refusing to teach as required, should not be permitted to continue in the work of teaching.

of alcoholic drinks, stimulants and narcotics upon the human system, and it shall be the duty of the county superintendent as provided by section 1771, to revoke the certificate of any teacher required by law to have a certificate of qualification from the county superintendent, if the said teacher shall fail or neglect to comply with section one of this act, and said teacher shall be disqualified for teaching in any public school for one year after such revocation, and shall not be permitted to teach without compliance.

#### OF THE SUBDIRECTOR.

SEC. 1753. The subdirector, under such rules and restrictions as the board of directors may prescribe, shall negotiate and make in his subdistrict all necessary contracts for providing fuel for schools, employing teachers, repairing and furnishing school-houses, and for making all other provisions necessary for the convenience and prosperity of the schools within his subdistrict, and he shall have the control and management of the school-house unless otherwise ordered by a vote of the district township meeting. All contracts made in conformity with the provisions of this section shall be

---

SEC. 1753. *Remark 1.* The subdirector is clothed with certain general powers by this section, but these are to be exercised under the direction of the board. The board may restrict him, for example, as to when he shall employ teachers, for how long a time, at what compensation, and even whom he shall not employ, the extent of repairs, and prices paid for same, and the amount and cost of fuel.

2. These rules should be carefully prepared, adopted by the board and recorded, and each subdirector should be furnished with a copy. They may properly provide all restrictions, not in conflict with law, which the board may see fit to adopt for the guidance of subdirectors. They may direct that a subdirector may not teach his own school; that no contracts shall be made by him which do not expire with the school year; and that he may not engage a near relative as teacher unless he has obtained the previous consent of a majority of the board, nor employ any teacher to whom a majority of the electors or patrons object in writing.

3. When a teacher or other person is about to enter into a contract with a subdirector, he knows that he is dealing with a public agent whose powers are subject to regulation and restriction by the board; he is bound to know what these rules and restrictions are and should be governed accordingly.

4. The district township is bound by the contract of a subdirector, when made according to instructions by the board.

5. The president may be compelled by mandamus to give his approval of a contract made in accordance with a vote of the board.

6. The board should fix the wages to be paid in each subdistrict at such a figure as will enable each subdirector to secure a teacher qualified to govern and instruct his school.

7. The board may pass a resolution that teachers shall receive their pay monthly, upon the certificate of the subdirector, or of a committee of the board, that the required time has been taught.

8. Each subdirector has exclusive control of the school-house in his subdistrict, unless the district township meeting has otherwise ordered.

9. Special powers delegated to the subdirector by the law, as, for instance, the control of the school-house in his own subdistrict, and the right to determine whether scholars may attend from or in an adjoining subdistrict, cannot be assumed by the board.

10. The subdirector in district townships, or the board in independent districts, should require from parties desiring to use the school-house, security for its proper use and protection from other injury than natural wear.

11. It is proper to permit the use of school-houses for the purpose of public worship on Sunday, or for religious services, public lectures on moral or scientific subjects, or meetings on questions of public interest, on the evenings of the week, or at any time when such use will not interfere with the regular progress of the school.

approved by the president and reported to the board of directors, and said board, in their corporate capacity, shall be responsible for the performance of the same on the part of the district township.

SEC. 1756. He shall have power, with the concurrence of the president of the board of directors, to dismiss any pupil from the schools in his sub-district for gross immorality, or for persistent violation of the regulations of the schools, and to re-admit them, if he deems proper so to do; and shall visit the schools in his subdistrict at least twice during each term of said school.

#### OF THE TEACHER.

SEC. 1757. (As amended by Chap. 60, Laws of 1888.) All contracts with teachers shall be in writing, specifying the length of time the school is to be taught, in weeks, the compensation per week, or per month of four weeks, and such other matters as may be agreed upon; and shall be signed by the subdirector or secretary and teacher, and be approved by and filed with the president before the teacher enters upon the discharge of his duties, and a

12. The use of a public school building for Sabbath-schools, religious meetings, debating clubs, temperance meetings, and the like, is proper. Especially is this so, where abundant provision is made for securing any damages which the tax-payer may suffer by reason of its use for the purposes named.

13. If any person willfully write, make marks, or draw characters on the walls or any other part of any church, college, academy, school-house, court-house, or other public building, or willfully injure, or deface the same, or any wall or fence enclosing the same, he shall be punished by fine not exceeding one hundred dollars, or by imprisonment in the county jail not more than thirty days. Section 3986, Code.

14. If any person or persons unlawfully or willfully disturb or interrupt any school, school meeting, teachers' institute, lyceum, literary society, or any other lawful assembly of persons being in the peace of the state, such person or persons shall be deemed guilty of a misdemeanor, and on conviction thereof, shall be punished by fine not exceeding one hundred dollars, or by imprisonment in the county jail not exceeding thirty days. Section 4023, Code.

SEC. 1756. The notes to section 1755 apply with equal force to this section, and should be given the same weight as though repeated here in full.

SEC. 1757. *Remark 1.* All contracts made by the subdirector must be approved by the president and reported to the board.

2. The subdirector should require the teacher to produce the certificate, which he should carefully examine before signing the contract.

3. All matters agreed upon should be incorporated into the written contract. The tendency of our courts is to presume that the written contract embraces the entire agreement of the parties.

4. Without special mention in the teacher's contract, it is understood that only the common branches are expected to be taught.

5. If a subdirector is employed to teach the school in his own subdistrict, he should contract with the board, or with a committee appointed for that purpose by the board.

6. It is the duty of the subdirector to file the teacher's contract at once with the president of the board, and secure his approval. The copy to be filed with the secretary, and a copy to be retained by the teacher if desired, should also be approved at the same time.

7. The approval of the teacher's contract by the president is a mandatory act, which he cannot refuse to perform, unless the contract is drawn at variance with instructions from the board, or otherwise violates law.

8. The board, for what seem to them good reasons, may order a short vacation. But they cannot shorten the term included in the contract, without the consent of both parties.

9. It is lawful for a board to give teachers holidays and not deduct pay, and quite usual. The teacher, however, may not claim it as a right.

copy of all such contracts shall also be filed with the secretary of the board by the subdirector, before the teacher enters upon the discharge of his duties.

SEC. 1758. No person shall be employed to teach a common school which is to receive its distributive share of the school fund, unless he shall have a certificate of qualification signed by the county superintendent of the county in which the school is situated, or by some other officer duly authorized by

10. If a teacher is at the school-house at the proper time, and remains during school hours, he is entitled to pay therefor, according to his contract, whether scholars are present or not.

11. The board may authorize the president and secretary to draw orders to pay teachers' salaries at the end of each school month, upon proper evidence that the service has been performed.

12. When a school is closed for a short time, for causes beyond the control of the teacher, we think the courts will hold that the teacher is entitled to his pay according to the terms of his contract. Such cases are best settled by compromise between the parties.

13. If the school-house is destroyed, or the school is closed indefinitely by causes beyond the control of either party to the contract, the teacher being ready to comply with his part, can collect pay according to contract. If said teacher uses proper diligence to secure employment at something which he can do, and secures such employment, the district will pay him the difference between the amount received in his new work and the amount of his wages under the contract. In other words, his actual loss should be made good.

14. With slight variation, the following form will also answer for independent districts:

*Form of Contract between Subdirector and Teacher.*

Sections 1753, 1757, 1758.

This contract, between..... of.....county, Iowa, and..... subdirector of subdistrict No. .... of the district township of..... in the county of..... and State of Iowa, witnesseth:

That the said..... agrees to teach the public school in said subdistrict for the term of.....weeks, commencing on the..... day of....., 189..., and well and faithfully to perform the duties of teacher in said school, according to law and the rules legally established for the government thereof, including the exercise of due diligence in the preservation of school buildings, grounds, furniture, apparatus, and other school property.

In consideration of said services, the said....., as subdirector aforesaid, in behalf of said district township, agrees to pay the said..... the sum of.....dollars per school month, at the end of....., and to perform all the duties required by law as such subdirector.

Witness our hands this.....day of....., 189...

Teacher.

Subdirector.

The within contract is hereby approved this.....day of..... 189...

President.

SEC. 1758. *Remark 1.* The only legal certificates, besides those given by county superintendents, are the perpetual state certificates, issued by the educational board of examiners, prior to September, 1873, when said board was abolished; and state certificates and diplomas given as provided by chapter 167, laws of 1882, amended by chapter 22, laws of 1890.

2. The law requires every holder of a life diploma or state certificate to have the same registered in the office of the county superintendent, before commencing to teach

law; and any teacher who commences teaching without such certificate shall forfeit all claim to compensation for the time during which he teaches without such certificate.

SEC. 1759. The teacher shall keep a correct daily register of the school, which shall exhibit the number or other designation thereof, township and county in which the school is kept; the day of the week, the month and the year; the name; age, and attendance of each pupil, and the branches taught. When scholars reside in different districts a register shall be kept for each district.

SEC. 1760. The teacher shall, immediately after the close of his school, file in the office of the secretary of the board of directors, a certified copy of the register aforesaid.

SEC. 1761. A school month shall consist of four weeks of five school days each.

---

in such county. No fee is required. The superintendent should insist on seeing the document itself and should make his record from such inspection.

3. The teacher must have a certificate during the whole term of school. He is not authorized to teach a single day beyond the period named in his certificate.

4. In case a person is employed or continued as a teacher in violation of law without a certificate, a resident of the district may sue out a writ of injunction restraining the person from teaching and the district from paying.

5. In case of the temporary absence of the teacher, from sickness or other cause, the place should be supplied with some one duly authorized to teach, selected by the sub-director. The supply should be paid by the teacher whose place is filled.

6. If a teacher gives religious instruction or teaches in the interest of any church or denomination, the board may be prevented from continuing or sanctioning such instruction, by injunction from the courts; and having ordered or countenanced this instruction, they may be prevented in the same manner, from paying such teacher from the public school funds.

SEC. 1759. *Remark 1.* The teacher may be held responsible for the efficient discharge of every duty properly attached to his office, including the exercise of due diligence in the oversight and preservation of school buildings, grounds, furniture, apparatus, and other school property, as well as the more prominent work of instruction and government.

2. Parties doing damage to school property are responsible for the same. The teacher is bound to exercise reasonable care to protect and preserve school property, and failing to do so may be held liable for damages.

3. Making fires and sweeping the school-room are not, properly, a part of the teacher's duties. In rural districts teachers frequently perform this labor as a matter of convenience and economy. Those unwilling to do this work, or who expect to receive pay for it, should so stipulate with the subdirector when entering into the contract to teach.

SEC. 1760. The board may authorize the president and the secretary to draw warrants for the payment of teachers' salaries at the end of each school month, upon proper evidence that the service has been performed, but the order for wages for the last month should not be drawn until the report required by this section is filed in the office of the secretary. Without this register he cannot prepare his annual report as the law directs it to be made. The secretary should carefully examine the register to see whether the record is complete in all respects.

SEC. 1761. *Remark 1.* There are no holidays during which teachers are exempted by the law from teaching, unless excused by the board. A legal contract requires twenty days of actual service for a month.

2. In this state, by common consent and universal custom, New Year's, Memorial Day, Fourth of July, Christmas, and any day recommended by the governor or the president as a day of thanksgiving, are observed as general holidays.

3. There is no provision of law giving teachers time to visit other schools. Boards often grant teachers this privilege, under proper restrictions.

SEC. 1763. The electors of any school district at any legally called school meeting, may, by a vote of a majority of the electors present, direct the German or other language to be taught as a branch in one or more of the schools of said district, to the scholars attending the same whose parents or guardians may so desire; and thereupon such board of directors shall provide that the same be done; provided that all other branches taught in said school or schools shall be taught in the English language; provided further that the person employed in teaching the said branches shall satisfy the county superintendent of his ability and qualifications, and receive from him a certificate to that effect.

SEC. 1764. The Bible shall not be excluded from any school or institution in this state, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian.

SEC. 1766. (As amended by Chap. 143, Laws of 1878.) On the last Saturday in each month, the county superintendent shall meet all persons desirous of passing an examination, and for the transaction of other business within his jurisdiction, in some suitable room provided for that purpose by the board of supervisors at the county seat, at which time he shall examine all such applicants for examination as to their competency and ability to teach orthography, reading, writing, arithmetic, geography, English grammar,

---

4. Custom fixes the maximum length of the school day at six hours. The board may shorten this time somewhat, if thought best.

5. By consent of the board, an occasional Saturday may be taught. But as five days are a school week, the practice is not to be commended.

SEC. 1763. *Remark 1.* The electors may not limit or restrict the board to the adoption of a course of study including only such branches as the electors may name. Nor may the electors direct that a particular branch, or certain studies, shall not be taught. It is the province of the board to decide what branches besides those in a teacher's examination and those named by the electors, shall be included in the course of study and taught in the schools of their district.

2. A teacher who instructs in any of the languages referred to, in addition to other work as teacher, must have the certificate required by this section, additional to the one demanded by the first part of section 1766, but a teacher who teaches only one or more of the languages referred to above, or any other special branch, may be required to have a certificate for such branch, as provided by the last part of section 1766, and need not have the other certificate, unless desired.

SEC. 1764. *Remark 1.* Our common schools are maintained at public expense, and the law contemplates that they shall be equally free to persons of every faith. A very suitable devotional exercise consists in the teacher reading a portion of Scripture without comment, and the repetition of the Lord's Prayer.

2. Neither the board nor the electors may direct the teacher to follow a given course in respect to the reading of the Bible in school. Each teacher will be guided by his own good judgment, and the wishes of his patrons may properly have weight in aiding him to determine his action.

3. While moral instruction should be given in every school, neither this section nor the spirit of our constitution and laws, will permit a teacher or board to enforce a regulation in regard to religious exercises, which will wound the conscience of any, and no scholar can be required to conform to any particular mode of worship.

4. The law intends that the public schools of the state shall be absolutely free from any sectarian or denominational bias. The teaching of any peculiar religious doctrine or creed, or the use of any book prepared for the purpose of inculcating such doctrine or creed, is strictly forbidden by the spirit of our law, and cannot be justified or allowed in any case.

SEC. 1766. *Remark 1.* This is a most important and difficult labor. Written examinations afford a good test of scholarship, and furnish the basis of a permanent record. The examination should be thorough, to determine the attainments of the applicant in the branches he is expected to teach.

physiology, and history of the United States; and in making such examination, he may, at his option, call to his aid one or more assistants. Teachers exclusively teaching music, drawing, penmanship, book-keeping, German or other language, shall not be required to be examined except in reference to such special branch, and in such cases it shall not be lawful to employ them to teach any branch except such as they shall be examined upon, and which shall be stated in the certificate.

SEC. 1767. If the examination is satisfactory, and the superintendent is satisfied that the respective applicants possess a good moral character, and the essential qualifications for governing and instructing children and youth, he shall give them a certificate to that effect, for a term not exceeding one year.

SEC. 1768. Any school officer or other person shall be permitted to be present at the examination; and the superintendent shall make a record of

---

2. Applications made at other times should be rejected, unless good reasons are given for not attending the regular examinations. The interests of the schools do not require frequent or individual examinations, and the time of the superintendent can be more profitably employed in the performance of other duties.

3. We think the ability to teach the different branches may be best determined by actual observation of the teacher's work in his school. A searching and skillfully conducted oral examination in methods will test the applicant's ability to instruct.

4. If it is desired that branches additional to those included in the general certificate shall be taught, such fact should be mentioned as a part of the contract, and the teacher is required to have the certificate for such additional branch or branches, before beginning to teach.

5. It is the intention of the law that the study of physiology and hygiene with special reference to the effects of alcoholic drinks, stimulants and narcotics, shall have equal rank and be considered of the same importance as other branches of study.

SEC. 1767. *Remark 1.* County superintendents should remember that they are to inquire, not only into the literary qualifications of the applicant, but they must also certify that they are satisfied that the applicant possesses a good moral character, and the essential qualifications for governing and instructing children and youth.

2. Scholarship, good moral character, ability to govern, aptness to teach, our law requires *all these qualifications* in those to whom are intrusted the highest interests of the state, the education of its youth.

3. Applicants may be required to present such evidences of good moral character as the county superintendent shall demand. The superintendent should be fully satisfied in every particular mentioned in the law, before issuing the certificate.

4. The county superintendent is sole judge of the manner and extent of the examination he will require of applicants for certificates to teach in his county.

5. The renewal or indorsement of certificates is not provided for by law.

6. By section 1769, the county superintendent is made responsible to the institute fund for one dollar from every applicant examined.

7. After ascertaining the general attainments of teachers, inspection of their school work should determine largely the grade of certificate.

8. The law fixes only the maximum time for which a certificate may be given. The minimum is left to the discretion of the county superintendent, but it is desirable in the case of advanced teachers, to make the time as near one year as possible.

9. For many years, county superintendents have been limited as to the minimum age of those receiving certificates. The restriction has given almost universal satisfaction. It is believed that in general, boys under nineteen, and girls under seventeen years of age, may not be expected to possess that maturity of mind and strength of character needed to manage a school successfully, and to determine wisely the many important questions daily demanding an answer from the teacher.

SEC. 1768. *Remark 1.* The record required by this section should be carefully made, as the items form a part of the county superintendent's annual report to the superintendent of public instruction.

2 The examination manuscripts of applicants are for the information of the



the name, residence, age, and date of examination of all persons so examined, distinguishing between those to whom he issued certificates and those rejected.

SEC. 1769. (As amended by Chap. 57, Laws of 1874, and Chap. 54, Laws of 1878.) The county superintendent shall hold, annually, a normal institute for the instruction of teachers and those who may desire to teach, and with the concurrence of the superintendent of public instruction, procure such assistance as may be necessary to conduct the same, at such time as the schools in the county are generally closed. To defray the expenses of said institute, he shall require the payment of a registration fee of one dollar from each person attending the normal institute, and shall also require the payment, in all cases, of one dollar from every applicant for a certificate. He shall, monthly, and at the close of each institute, transmit to the county treasurer, all moneys so received, including the state appropriation for institutes, to be designated the institute fund; together with a report of the name of each person so contributing, and the amount. The board of supervisors may appropriate such additional sum as may by them be deemed necessary for the further support of such institute. All disbursements of the institute fund shall be upon the order of the county superintendent; and

county superintendent, and do not become a part of the public records of the office. Candidates may not demand the privilege of inspecting their markings, as a right.

3. A certificate may not be issued upon an examination taken in another county. In addition to furnishing any credentials or other written evidences which the examiner may require, the applicant must appear in person.

SEC. 1769. *Remark 1.* The normal institute must be held at a time when the public schools are generally closed.

2. County superintendents will determine the time and place, and suggest names of conductor and instructors for approval, making application to the superintendent of public instruction at least thirty days before the institute is to commence. This application and the appointment are necessary to secure the state appropriation.

3. The length of time during which the normal institute shall remain in session is left to the discretion of the county superintendent. This will depend largely upon the amount of the institute fund. It cannot remain in session less than one week of six days.

4. Young and inexperienced teachers will not expect to receive certificates, unless of the lowest grade, without regularly attending the normal institute. By means of the large fund and the length of time this institute may remain in session, it can, if the proper means are employed, be rendered invaluable to teachers. The benefits which they will receive should secure their voluntary and general attendance.

5. A conductor of successful experience in institute work, able to give plain, practical instruction in methods of school organization, government and teaching, should be secured early. The other instructors should be superior teachers of recent experience, and, where practicable, one or more lady teachers should be employed.

6. Poor conductors and instructors have sometimes been engaged, and the teachers of some counties have reason to complain. County superintendents should have sufficient evidence of the abilities of their instructors, before employing them. In all cases where strangers are employed, references should be required, and inquiries made at the state department will frequently secure the proper knowledge.

7. The superintendent should be director, assuming the general oversight and direction of the institute, but should not act as conductor. He is entitled to his *per diem* for any service in connection with the institute, as for other official duties, but receives no part of the institute fund.

8. These normal institutes are short training schools, their object is to reach and correct the greatest defects found in the schools. The superintendent in visiting schools should seek to discover the most prominent defects and wants in the methods of instruction. The normal institute will afford effective means of reaching and correcting these faults. The great object is to instruct teachers how to teach children.

no order shall be drawn except for bills presented to the county superintendent, and approved by him, for services rendered or expenses incurred in connection with the normal institute.

SEC. 1770. If, for any cause, the county superintendent is unable to attend to his official duties, he shall appoint a deputy to perform them in his stead, except visiting schools and trying appeals.

SEC. 1771. The superintendent may revoke the certificate of any teacher in the county which was given by the superintendent thereof, for any reason which would have justified the withholding thereof when the same was given, after an investigation of the facts in the case, of which investigation the teacher shall have personal notice, and he shall be permitted to be present and make his defense.

---

SEC. 1771. *Remark 1.* The notice should contain an explicit statement of the charges against which the teacher is expected to make his defense.

2. Any person aggrieved by an action of the county superintendent in refusing to grant a certificate or in revoking the same, may apply to him for a rehearing, the proceedings to correspond as nearly as possible to the proceedings in the case of an appeal from a board of directors. If any party is aggrieved by the result of this investigation, an appeal may be taken therefrom to the superintendent of public instruction.

3. Though an appeal will lie in such cases, the discretion of a county superintendent in refusing or revoking a teacher's certificate will not be interfered with by the superintendent of public instruction, unless it is clearly shown that in such act the county superintendent violated law or abused discretion.

# OUTLINE OF THE COURSE OF STUDY

PRIMARY DIVISION . . . . . TWO YEARS.	{	<i>First Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Numbers. Language. Drawing.	{	1st Reader.	
		<i>Second Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Numbers. Language. Drawing.			
	INTERMEDIATE DIVISION.. FOUR YEARS.	{	<i>Third Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Numbers. Language. Drawing. Geography.	{	Third Reader.
			<i>Fourth Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Arithmetic. Language. Drawing. Geography.		
{		<i>Fifth Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Arithmetic. Language. Drawing. Geography.	{	Fourth Reader.	
		<i>Sixth Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Arithmetic. Language. Drawing. Geography. History.			
ADVANCED DIVISION . . . . . TWO YEARS.	{	<i>Seventh Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Arithmetic. Grammar. Drawing. Geography. History.	{	Fifth Reader.	
		<i>Eighth Section</i> . . . . . Eight Months.	Reading. Spelling. Writing. Arithmetic. Grammar. Drawing. Geography. History. Physiology.			

## INTRODUCTION.

---

In preparing this course of study, the aim throughout has been: *First:* To provide a plain, practical, and progressive outline, which if followed carefully will give the pupils a thorough common school education and secure a symmetrical development of their intellectual powers. *Second:* To unify the work of teachers and superintendents throughout the state. The many excellent courses of study used in different counties have been consulted and, as far as possible, used in the preparation of this course. *Third:* To introduce the common school branches only. *Fourth:* To simplify classification and regulate gradation and promotion, thereby making the work of the teacher lighter, but more systematic and effective. *Fifth:* To divide the entire course into definite portions, so that a record of the progress and standing of each pupil may be preserved, and the confusion and loss of time usually resulting from frequent change of teachers avoided.

### GENERAL PLAN.

By referring to the outline found on the initial page of this course, it will be seen that the entire work is arranged in eight sections, each representing one year, or eight months.

The primary division includes two sections; the intermediate, four; and the advanced, two.

An arrangement by readers is also provided. Teachers will notice on the outline what sections are assigned to each reader.

The entire plan is plainly indicated on the outline, which should be carefully inspected and closely followed.

### PROGRAM.

In large schools there will probably be five reading classes, each pursuing the work of the section or sections allotted to it.

The following list includes all the recitations which may be held. It is the maximum of what should be put on the program. In a majority of schools, the classes will be fewer and the time devoted to each recitation longer.

*Reading.* First and second readers, *three* recitations each, daily. Third reader *two* recitations daily. Fourth and fifth readers, *one* recitation each, daily.

*Spelling.* Two classes, one recitation each, daily. In the lower classes, let the spelling be in connection with reading lessons. Require the spelling lessons to be studied in every case.

*Writing.* One general exercise daily. Give something simple to be copied.

*Arithmetic.* Three classes, one recitation each, daily. Instruction may be given to lower classes in the time devoted to general lessons.

*Language.* Two classes, one recitation each, daily. Instruction to lower classes in general lesson or in connection with reading lesson.

*Geography.* Two classes, one recitation each, daily, or every other day, alternating with history.

*History.* Two classes, one recitation each, daily, or every alternate day.

*Civil Government.* One class, daily recitation in connection with history, or alternating with history.

*Physiology.* One class, daily recitation.

See sample program number 1, in this course.

In smaller schools with fewer classes, a program similar to sample program number 2 may be used.

#### EXAMINATIONS.

When pupils have finished the work of any section, they should have a written review, or examination on the work of that section, and especially at the end of those sections in which readers are finished, namely, 1st, 2d, 4th, 6th, and 8th sections. Notice where the tests for promotion occur.

As pupils complete the course, they should have a thorough *final examination* on the branches studied. This examination should be under the supervision, or direction of the county superintendent, and those who pass it successfully should receive from him a COMMON SCHOOL DIPLOMA.

Besides these general examinations, teachers should have written examinations monthly, and frequent oral reviews.

#### RECORDS.

Teachers should keep a record of the advancement of their classes in the work of the course. In this way officers and patrons of the school can easily determine the progress of pupils, and reports may be made to parents or guardians. A statement should be left for the succeeding teacher, showing what sections have been finished and how much work, by months or terms, has been done in sections not completed. This statement, together with a program of daily recitations, should be left with the subdirector or secretary of the district.

## COURSE OF STUDY.

### PRIMARY DIVISION.

#### FIRST SECTION.

##### *First Year's Work.*

Being approximately the amount of work that may be thoroughly completed in one school year of eight months, each subdivision occupying about one month.

*Text-books.* First reader, or primer.

*Utensils.* Slate, pencil, sponge, and ruler.

##### *Branches taught.*

*Reading.* First reader or primer, with supplementary work.

*Spelling.* From reader and prepared lists.

*Writing.* In connection with reading and spelling.

*Numbers.* Combinations to 10. Writing numbers to 100.

*Language.* See directions in subdivisions.

*Drawing and Form.* See directions in subdivisions.

##### *Subdivision I—First Month.*

*Reading.* Primer or first reader not more than five pages. Chart or blackboard work. If there are no charts in the school, the teacher should place on the blackboard or on large sheets of paper, both the printed and written forms of all words in reading lessons. Teach pupils to recognize and pronounce words at sight. Present first the object or idea, then the spoken word or words, then teach the printed word or words and how to represent them by script letters.

*Spelling.* Words from reading lessons, by sound and name of letter. To teach phonetic spelling, speak the word slowly and more slowly, prolonging the sounds and gradually separating it into its elements. Train the pupil to do this and to repeat the last sound in a word, thus, at-t-t-t, lip-p-p-p. Require pupils to recognize and to speak the word when the teacher gives the sounds, and to give the sounds when the word is pronounced. When the pupil has learned that a certain letter represents a certain sound, tell him the name of the letter, taking care to give names of only such letters as may be found in words already learned.

*Numbers.* Counting by objects, pebbles, sticks, corn, etc., to 10. Teach each number as a collection of units. Example, ooooo, a group, equals five *spoken*, or five *written*.

Each number should be considered: as a whole; as to the relations within it; and in its application as a concrete or denominate number.

Arabic notation to 10. Roman notation to V.

*Writing.* With long pencils on slate or paper. If slates are used, they should be ruled permanently on one side with lines to indicate the height of letters. At first, pupils should not write from printed text, but from script copy, using words containing letters easily made, as *i, u, m, n, c*. If copies are placed on the blackboard, the lines for measuring the height of letters should be one and one-half inches apart. Give practice in making slanting straight lines, or first principle.

*General Lessons.* Two lessons each week, very brief and simple, on objects or animals, in which such items as form, color, size, speed, strength, food, covering, habits, uses, etc., are pointed out. Subjects suggested: cow, dog, cat, horse, stove, hat, ear of corn, book. Teach pupils to distinguish the colors red and blue.

For desk work, place on the blackboard rows of dots, crosses, and small angles, for copying. Paper cutting, folding, and intertwining, stick-laying, and slat interlacing are also recommended for pleasant seat work.

Three brief lessons each week on physiology and hygiene. See full suggestions at end of this section.

#### *Subdivision 2.*

*Reading.* Primer or first reader about five additional pages. Combine the words learned into short sentences and train the pupils to read with correct expression, as though talking. The pupil should be able to grasp the whole short sentence at a glance, and to speak it as in ordinary conversation.

*Spelling.* By sound and name of letter, words from reading lessons. By sound only, lists of words similar in sound.

*Numbers.* Counting to 20. Arabic notation to 20. Roman notation to X. Elementary operations, combinations and separations, to 4.

*Writing.* Words from reading lessons, and other easy words in script. The teacher should place the words on the blackboard to be copied. Teach correct manner of holding pencil. Give practice in making first and second principles.

*General Lessons.* Oral, conversational. Select eight topics for use during the month. Give parts, uses, etc.

Color, yellow. Copying dots, crosses, straight lines, and angles.

#### *Subdivision 3.*

*Reading.* Primer or first reader about five pages. Continue methods already suggested. Review frequently all lessons gone over. Teach combinations like *the book, a man*, etc., as single expressions.

*Spelling.* Words from reading lessons. Lists of monosyllables similar in sound.

*Numbers.* Counting to 30. Arabic notation to 30. Roman notation to XV. Elementary operations to 6. See suggestions at end of this section.

*Writing.* Words from reading lessons. Practice making first and second principles, and letters in which they are used.

*General Lessons.* Oral lessons upon such subjects as a tree, clock, bell, flag, robin, squirrel, and turtle.

Tell the pupils good stories, in which real human actions are described, and require them to repeat these stories, first in answer to questions, and later in their own way. Correct common errors in speech. Color, green. Drawing as in previous subdivision.

#### Subdivision 4.

*Reading.* Not more than five pages in reader.

*Spelling.* Words from reading lessons. Phonic drill as before. The drills in phonics should be very brief, lasting not more than two minutes.

*Numbers.* Counting to 40. Roman notation to XX. Elementary operations to 6. Adding in Arabic numbers by tens, as—

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

*Writing.* Pupils may begin copying into script from the printed text. Place all the small script letters on the blackboard in regular order and keep them there for reference. Practice making the first, second, and third principles, and letters in which they are used.

*General Lessons.* Oral lessons, four topics. Parts of the human body pointed out and their uses described. Teach the directions *north* and *south*, by the position of the sun at noon.

Call attention to direction of objects near the school-house. Pupils may select objects representing the four colors already learned. Place on the blackboard for seat work, parallel lines in groups, both vertical and horizontal.

#### Subdivision 5.

*Reading.* Five or more pages in reader.

*Spelling.* Words in reading lessons. Lists of short names of common objects. Lists of words similar in sound. Silent letters designated by drawing a slanting line through the letter. Teach meaning of words by use in sentences.

*Numbers.* Counting to 50. Arabic notation to 50, by tens and irregularly. Roman notation to XXV. Elementary operations to 8.

*Writing.* Words from reading lessons in script, to be copied from blackboard. Practice in making the first, second, and third principles, and words containing them.

*General Lessons.* Let the pupils begin to write, copying from the blackboard if necessary, short sentences mentioning places where they can go, things they can eat, things they can see, things they can wear. Give as many as five sentences about each. Teach use of capital at beginning of sentence and period at close.

Short sentences giving objects representing each of the four colors, red, blue, green, and yellow. Teach directions *east* and *west*. Drawing as before.



*Subdivision 6.*

*Reading.* Five or more pages in reader. Require pupils to become so familiar with the words of each sentence that they can recognize and speak the sentence as a whole, and need not stop to examine the separate words.

*Spelling.* By sound and name of letter as before. Lists of short familiar words and words analogous in sound. These lists should be written on the blackboard by the teacher, to be studied and copied by the pupils, and afterwards spelled orally from dictation. Use words in sentences.

*Numbers.* Count to 60. Arabic notation to 60. Roman notation to XXX. Elementary operations to 9. Adding columns of 2's, beginning with 1 and 2, to 12.

*Writing.* Copy reading lessons in script. Practice making first three principles, and words in which they are used.

*General Lessons.* Select four topics for oral lessons. At the close of each oral lesson, let short sentences be written on the board to be copied by the pupils. Let the pupils also name and write in short sentences six articles made of glass, six kinds of fruit, six things made of iron, six articles of table furniture. Teach directions *northeast* and *northwest*. Teach orange color. Place on the blackboard parallel straight lines, horizontal, vertical, and slanting, also curved lines.

*Subdivision 7.*

*Reading.* Five or more pages.

*Spelling.* See previous subdivisions. In addition to oral spelling, let short words be written from dictation.

*Numbers.* Counting to 80. Arabic notation to 80. Roman notation to XL. Elementary operations to 10. Adding columns of 2's and 3's separately and combined, to 16.

*Writing.* Practice making fourth principle, and words containing first four principles.

*General Lessons.* Select four topics for oral lessons. Let the pupils mention and write in sentences six things they can taste, six that they can hear, six actions that they can do, six things that are heavy, six that are light. Teach directions *southeast* and *southwest*. Purple color. Drawing as before.

*Subdivision 8.*

*Reading.* First reader five or more pages.

*Spelling.* As in previous subdivision.

*Numbers.* Count to 100. Arabic notation to 109. Roman notation to L. Elementary operations to 10. Adding columns to include 2's, 3's, 4's and 5's to 20.

*Writing.* From reading lessons and from sentences placed on blackboard. Teach spaces below by use of two lines below. Give practice in making letters that extend below base line.

*General Lessons.* Select eight topics as before. Teach pupils to form plurals. Colors, gray and brown. Straight, crooked, curved, and spiral lines placed on the blackboard, and attention called to their appearance and difference in direction. Exercises in direction of places in immediate vicinity.

### Suggestions and Explanations.

Teachers will observe that the methods suggested in certain subdivisions are applicable as well to succeeding subdivisions, and may be profitably continued to the end of the section.

*Reading.* Five pages have been indicated as the approximate number to be gone over in each subdivision. It will be noticed, however, that this limit is approximate only, and has been given for the purpose of preventing teachers from assigning lessons that are too long. Give great attention to this branch.

*Writing.* Pupils need not learn the names of the principles. Drill in making them is all that is necessary. Much of primary work, indeed, should consist of exercises to develop and train the perceptive faculties, and of drill in doing. Do not attempt to burden the memory with names and definitions.

*Numbers.* Pupils should be taught, as the work requires, to recognize promptly groups of two, three, or four objects, but should not attempt to recognize, as a whole, more than five objects.

Teach adding in columns as follows, using at first not more than three figures:

$11=2$	$11=2$	$111=3$
$111=3$	$11=2$	$111=3$
$1=1$	$1=1$	$1=1$
$\hline 6$	$\hline 5$	$\hline 7$

Examples of combinations and separations, at first with objects, afterwards with figures:

ADDITION.	SUBTRACTION.	MULTIPLICATION.
$5+2=7$	$5-2=3$	$5\times 2=10$
$1+2=3$	$2-1=1$	$1\times 2=2$
$3+2=5$ , etc.	$3-2=1$ , etc.	$3\times 2=6$ , etc.
DIVISION— <i>first form.</i>	DIVISION— <i>second form.</i>	DIVISION— <i>third form.</i>
$10\div 2=5$	$\frac{10}{2}=5$	$\frac{1}{2}$ of $10=5$
$2\div 2=1$	$\frac{2}{2}=1$	$\frac{1}{2}$ of $2=1$
$4\div 2=2$ , etc.	$\frac{6}{2}=3$ , etc.	$\frac{1}{2}$ of $6=3$ , etc.

Form for drill in elementary operations. Pupils are to give promptly the sum, difference, and product of each pair.

Example: First pair, 5 with 2, sum 7,	5	2
difference, 3, product, 10.	1	2
	8	2
	9	2
	2	2
	6	2
	4	2
	7	2

Teach meaning and use of the signs +, −, ×, ÷, and = as they occur.

*Physiology and Hygiene.* In teaching the nature and effects of narcotics and alcoholic drinks, teachers *must* give at least *three lessons* each week, in order to comply with the law. The lessons should be oral. The teacher should have in her possession for reference at least one recent primary work on this subject. Call the attention of pupils to the different parts of the body, as head, neck, trunk, arms, hands, legs, feet; parts of the head, as crown, face, forehead, cheeks, chin, mouth, nose, eyes, ears, etc. Call attention to some of the more noticeable effects of narcotics and alcoholic drinks, as drunkenness, waste, idleness, filthiness, etc.

## SECOND SECTION.

### *Second Year's Work.*

*Text-books.* Second reader.

*Utensils.* Slate, pencil, sponge, and ruler.

### *Branches taught.*

*Reading.* Second reader.

*Spelling.* From reader and other sources.

*Writing.* In connection with reading, spelling, and language.

*Numbers.* Elementary operations to 20; simple addition and subtraction.

*Language.* See directions in subdivisions.

*Physiology and Hygiene.* Three oral lessons each week.

### *Subdivision 1.*

*Reading.* Ten or more pages in second reader.

*Spelling.* From reader and blackboard.

*Writing.* Copying and composing in script. Practice in making letters containing the first four principles.

*Numbers.* Adding columns of figures to include 6's. Elementary operations to 12.

*General Lessons.* Pupils to name and write in sentences, five things that they can see, five that they can feel, five that they can hear, five that they can smell. Select eight topics for oral lessons. Call attention to the shapes of angles, as acute, right, and obtuse; to be studied if practicable from the solids in which they are found. Colors, black and white.

### *Subdivision 2.*

*Reading.* Ten or more pages in second reader.

*Spelling.* From reader and blackboard.

*Writing.* Copy from reading lessons and from blackboard. Practice making small letters.

*Numbers.* Adding 2's by tens, thus, 3 and 2 are 5, 13 and 2 are 15, 23 and 2 are 25, etc. Adding columns of five or six figures, to include 7's. Arabic notation to 300. In Roman notation show that repeating a letter repeats its value. Elementary operations to 12.

*General Lessons.* Let the pupils select some of the objects already studied and write sentences describing their parts, color, etc. Teach names of six qualities that are discovered by sight, as clear, bright, pretty, clean, straight, opaque; use them in sentences. Teach six or more words denoting position, as in, on, above, between, beside, beyond; use them in sentences. Review colors already learned. Triangles equal-sided, having two equal sides.

### *Subdivision 3.*

*Reading.* Second reader, ten or more pages.

*Spelling.* Lists as before. Long and short sounds of *a* distinguished and marked.

*Writing.* Practice in making the capitals, O, E, D. Teach height of capitals by four horizontal lines.

*Numbers.* Adding 3's and 4's by tens; columns of figures to include 8's. Begin subtraction by tens, as  $5-2=3$ ,  $15-2=13$ ,  $25-2=23$ , etc. Arabic notation to 500. In Roman notation show that a letter of a lower value placed after one of a higher value indicates the sum of their values. Elementary operations to 14.

*General Lessons.* Teach six or more qualities discovered by touch, as dry, smooth, cold, soft, heavy, thin; six discovered by hearing, as loud, low, noisy, sweet, harsh; write sentences, each containing three of these terms. Teach use of comma in a series. Place triangles on the board for inspection, right-angled, acute-angled, and obtuse-angled. Place easy drawings on the blackboard to be copied by the pupils.

### *Subdivision 4.*

*Reading.* Second reader, ten to fifteen pages.

*Spelling.* Lists as before. Sounds of *e* in mete and met.

*Writing.* Practice in making *C* and *H*.

*Numbers.* Adding 5's and 6's by tens. Adding columns of figures to include 8's. Subtraction, 3's and 4's by tens. Arabic notation to 600. In Roman notation, show that placing a letter of a lower value before one of a higher value indicates their difference. Elementary operations to 14.

*General Lessons.* Select five or more topics and give one property belonging to each. Four sided figures placed on blackboard. Easy drawings copied.

### *Subdivision 5.*

*Reading.* Ten to fifteen pages.

*Spelling.* As before; mark sounds of *i* in pine and pin.

*Writing.* Practice making X, W, Y.

*Numbers.* Adding 7's and 8's by tens. Adding columns of figures to include 9's. Subtraction by tens, 5's and 6's. Roman notation to LXXV. Practice in writing numbers containing three digits. Teach pupils how to make change below 50 cents, using the necessary coins. Teach them to recognize an inch in length, a foot, a yard. Elementary operations to 16.

*General Lessons.* Call attention to qualities discovered by tasting and smelling. For example, substances may be sweet, bitter, sour, pungent, etc. Give special lessons in narcotics. Select topics for oral and written exercises. Place easy drawings and four sided figures on the board to be copied.

*Subdivision 6.*

*Reading.* Second reader, ten to fifteen pages.

*Spelling.* From reading lessons and prepared lists; marks for sounds of o in note and not.

*Writing.* Practice making U, I, Y.

*Numbers.* Adding 9's and 10's by tens. Drill in adding columns. Subtraction, 7's and 8's by 10's. Roman notation to C. Arabic notation to 1,000. Elementary operations to 16. Mental exercises. Practical examples. Table of U. S. money. Things in a dozen, inches in a foot, feet in a yard, the fractional parts growing out of these.

*General Lessons.* Eight or more lessons describing objects. Call attention to qualities, as brittle, heavy, tough, etc. Conversational lessons about stories in reader, stories reproduced in writing by pupils. Easy drawings, four sided figures.

*Subdivision 7.*

*Reading.* Second reader, ten or more pages.

*Spelling.* Lists as before. Mark sounds of u in tune and tun.

*Writing.* Practice making I, J, Z.

*Numbers.* Adding columns rapidly, sums only to be given. Examples to illustrate the process of carrying. Subtraction, 9's and 10's by 10's. Drill in Roman and Arabic notation as far as learned. Elementary operations to 18. Practical examples using operations already learned. Number of pints in a quart, and quarts in a gallon. Fractional parts growing out of these.

*General Lessons.* Eight or more lessons on uses of objects or substances. Example: Leather is used for shoes because it is tough. List; wood, iron, chalk, etc.

Drawings and simple figures studied from blackboard.

*Subdivision 8.*

*Reading.* Ten or more pages with reviews.

*Spelling.* Lists and reviews. Dictation exercises. Review diacritical marks for long and short sounds of vowels.

*Writing.* Drill on letters already given.

*Numbers.* Adding in columns and by tens. Subtraction by tens reviewed. Elementary operations to 20. Practical examples using feet, yards, dollars, pints, gallons, etc. Dry measure.

*General Lessons.* Written descriptions telling size, shape, place, use, qualities, etc.

Drawings and polygons studied from blackboard.

*Suggestions and Explanations.*

*Reading.* Teach name and use of each new punctuation mark found in reading lessons. Teach pronunciation and meaning of all new words. Give frequent drills on the elementary sounds. Give attention to articulation, accent, emphasis, and inflection. By questioning closely, ascertain whether the pupils understand what they read. Question with books open or closed at different times, as may be thought best. Proper expression may be taught by asking questions to be answered in the words of the book. Require pupils to commit to memory and recite favorite selections from reader or other sources.

*Spelling.* Written and oral. By sound and name of letter. Use words from reading lessons and other studies. Lists of familiar words. When the meaning of a word has been fully explained, require pupils to use it in sentences.

*Writing.* Teach position of body and hand, how to hold the pencil properly, movement, correct form of letters, etc. Require neatness and proper arrangement of all written work. Have pupils copy parts of reading lessons and read them from the written copy.

*Numbers.* Keep up a constant review of all operations and processes learned. Give numerous practical problems applying what has been learned. Examples. If one man spend \$2 a week and another spend \$3 a week, how much will both spend in a month?

If a peck of corn cost 5 cents, what will a bushel cost?

When pupils have learned the elementary operations to 20, allow them to write the multiplications to that point, in tabular form as follows:

$1 \times 2 = 2$	$1 \times 3 = 3$	$1 \times 4 = 4$
$2 \times 2 = 4$	$2 \times 3 = 6$	$2 \times 4 = 8$
$3 \times 2 = 6$	$3 \times 3 = 9$	$3 \times 4 = 12$
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$
$5 \times 2 = 10$ etc.	$5 \times 3 = 15$ etc.	$5 \times 4 = 20$

*Language.* In connection with reading and writing. Talks on familiar subjects in which pupils are required to use complete sentences in giving answers. Teach use of capital I and O. Teach use of period and question mark at close of sentences.

*Drawing.* Place on blackboard for copying, figures of leaves, flowers, shrubs, trees, and houses. Have the pupils make drawings requiring combinations of straight lines, as houses, dishes, pans, fences, gates, etc. Study the plane figures from blocks if practicable.

*Physiology and Hygiene.* Call attention to the helpless condition of small children. They must be cared for by others. Speak of the parts of the body, as bones, flesh, skin, hair, nails; *actions* performed by the body or its members, as talking, moving, walking, eating, resting, thinking, sleeping, drinking; *dangers* to the body resulting from fire, things eaten, some playthings, cold, storms, animals, etc.; *care* of the body as to food, clothing, bathing, rest, and exercise. Explain the need of sunlight and pure air, of food and drink. Show that tobacco is not food, men do not need it, other animals will not eat it, it will cause sickness, it is a poison. Speak of water as the only proper drink, all animals drink it. Alcohol is a poison, other animals do not drink it, it will cause sickness, it is a poison. Tell interesting facts, and stories concerning the use and effects of tobacco and alcohol. Every teacher should be provided with at least one good reference book on this subject.

#### *Tests for Promotion.*

*Reading.* Ability to read with proper expression any lesson in the second reader. Each pupil should be able to read an entire lesson, and to sustain the expression to the end.

*Spelling.* Ability to spell orally and in writing all words in reading lessons, to spell by sound, to designate silent letters, to give diacritical marks for the long and short sounds of the vowels.

*Writing.* Ability to write with pencil easy sentences from dictation, and to copy neatly from printed text. Pupil should be able to write his own name, address, etc.

*Numbers.* Ability to read and write numbers by Roman notation to *C*, by Arabic notation to 1000, to add columns of six or more figures, giving sums only, to give elementary operations, no number or result to exceed 20. Pupils should be able to solve easy practical examples involving the fundamental operations already learned, using concrete numbers of denominations with which they are familiar, as dollars, cents, bushels, etc.

*Language.* Ability to compose and write correctly easy sentences on any familiar topic, using properly capitals and punctuation marks as far as learned.

*Effects of narcotics and stimulants.* Pupils must have such general knowledge of the nature and effects of alcoholic stimulants and narcotics as they can comprehend.

*Drawing.* Ability to copy accurately easy drawings.

---

## INTERMEDIATE DIVISION.

---

### THIRD SECTION.

#### *Third Year's Work.*

*Text-books.* Third reader, language book, primary arithmetic, copy-book, and primary speller.

*Utensils.* Slate, pencil, sponge, ruler, pen, ink and paper for practice.

#### *Branches taught.*

*Reading.* First half of third reader with supplementary reading from book of another series, or from children's papers. Elementary sounds as they occur in the readers.

*Spelling.* Primary speller, or words from reading lessons and other sources.

*Writing.* Copy-book with pen and ink.

*Numbers.* Reading and writing numbers. Fundamental rules with applications. Begin in primary book.

*Language.* Oral lessons. Begin primary book.

*Drawing.* Familiar objects from the blackboard, or drawing book. Curve line forms studied, if practicable, from solids.

*Geography.* Oral, local.

*Physiology and Hygiene.* Oral. See outline at end of Intermediate Division.

*Suggestions and Explanations.*

*Reading.* See suggestions in second section. Question carefully on the lesson to bring out the thought expressed. Train the pupils to tell the substance of the lesson in their own language, sometimes orally, sometimes in writing. Select words for definition and use in sentences. Require pupils to memorize and recite favorite selections. Strive to secure distinct articulation, correct pronunciation, and proper expression.

*Spelling.* If no spelling-book is used, teach pronunciation, spelling, syllabication and diacritical marking from reader. Have all geographical and other proper names spelled as they occur in the reading lessons. Pupils should be taught to separate words into syllables and to give the sounds in each syllable. Teach some of the more common prefixes and suffixes and distinguish between primitive words and the derivative words in which they were used.

If a spelling-book is used, it should be closely followed and thoroughly mastered. Diaeritical marking should be taught as it occurs in the book.

*Writing.* Besides work in copy-book, give drill in making letters. Place letters and words on the black board for class drill. See suggestions in second section.

*Arithmetic.* Arabic notation not to exceed millions. Multiplication table thoroughly and completely learned. Teach process of carrying in addition and multiplication and of borrowing in subtraction. In addition and subtraction the numbers employed need not exceed millions. In multiplication and division the multipliers and divisors need not exceed 12; the products and dividends need not exceed millions. Give constant drill to produce rapid and accurate work. Review and use tables of U. S. money, liquid and dry measures, linear measure, and time table. Teach the meaning of the terms sum, difference, minuend, subtrahend, multiplicand, divisor, dividend and quotient. The multiplication and division tables may be taught by using columns of figures. For instance, in teaching the table of 3's, use a column of twelve 3's. Notice that two 3's make 6, three 3's make 9, four 3's make 12, etc., and that two times  $3 = 6$ , three times  $3 = 9$ , four times  $3 = 12$ , etc. The same column may be used in teaching the division table; we observe that there are two 3's in 6, three 3's in 9, four 3's in 12, etc.; also that three is contained in 6, two times; in 9, three times; in 12, four times, etc.

Select and use practical examples such as are met with in every-day life, applying operations already learned. In solving problems orally, pupils need not repeat a long form of words, but should state the process clearly and concisely.

Give a few exercises involving the simplest forms of fractions.

If a primary book is used in the school, it may be commenced in this section.

*Language.* Teach pupils to recognize different kinds of sentences, as telling, asking, commanding and exclaiming sentences. Point out name words, or nouns, and telling words, or verbs. Use sentences containing the singular and plural form of the noun and the verb. Teach common and proper nouns, and possessive forms of nouns. Use words from reading lessons in sentences; write sentences in answer to questions about pictures, objects, animals, persons, etc.



Teach proper use of is, are, was, were, has, have, saw, and seen. Correct all errors in speech and in written exercises.

Conversational exercises on familiar topics to be followed by written descriptions. Observe the following directions. Require pupils to follow the correct form in all cases.

1. Place the subject, underscored, at the top near the middle of the page.
2. Indent the first line of each paragraph.
3. Use hyphen where a word is divided at the end of a line.
4. Use capitals at the beginning of each sentence and in all proper names.
5. The proper mark should be placed at the close of each sentence.
6. Let the pupil sign his name below and at the right of the production.

If there are no text-books in the hands of the pupils, the teacher should have in her possession for reference some standard work on language.

*Geography.* Review lessons on distance and direction. Give the pupils a clear idea, by actual observation, of the length of a foot, a rod, a mile, etc.

Call attention to the position of objects on the table or floor, and draw a map in a horizontal position on which the objects are represented. Elevate this map to a vertical position on the north wall of the room.

Draw on the blackboard a map of the school-room using a scale of one foot to the inch. Have pupils assist in the measurements. Let this map be reproduced by the pupils on their slates, using the proper proportions. In a similar manner construct a map of the school ground and immediate vicinity, locating school-house, trees, and other important objects.

Draw map of township on which the school-houses, churches, principal streams and highways, etc., are represented. Teach the pupils to draw this map on a definite scale, locating the principal points of interest. Have the township studied as to its surface. Teach representation on map of hills, mountains, ranges of hills, streams and lakes.

Draw outline map of county. Have pupils locate the principal points of interest, as towns, county seat, streams, hills, lakes, ponds, etc. Have this map drawn and thoroughly studied. Encourage the pupils to find out the following things about the township and county: kinds of soil; trees growing; grains, fruits, and vegetables raised; material for food and clothing produced; animals, wild and domestic; birds, fishes, and reptiles.

Begin map of Iowa.

*Drawing.* Let the figures placed on the blackboard be copied a specified number of times for practice, and finally drawn for inspection. Use outlines of familiar objects, as flowers, fishes, boxes, barrels, etc.

*Physiology and Hygiene.* See outline at end of Intermediate Division.

# FOURTH SECTION.

## *Fourth Year's Work.*

*Text-books.* Third reader, language book, primary arithmetic, primary speller, copy-book, and elementary geography.

*Utensils.* Slate, pencil, sponge, pen, ink, and practice paper.

## *Branches taught.*

*Reading.* Third reader finished. Supplementary reading.

*Spelling.* Primary speller, or words from reader and other lessons. Diacritical marking.

*Writing.* In copy-book with pen and ink.

*Arithmetic.* Primary book finished. Fundamental rules reviewed. Long division, factors, multiples, and fractions.

*Language.* In language book, or from oral lessons.

*Drawing.* From blackboard or drawing book.

*Geography.* Map of Iowa studied. If primary book is used, finish geography of the United States. If no book is used, study United States and North America from map. See outline in suggestions.

*Physiology and Hygiene.* Oral from outline.

## *Suggestions and Explanations.*

For methods of teaching reading, spelling, and writing, see previous sections. Increase the amount of written spelling. In studying words from the dictionary notice such points as meaning, pronunciation, derivation, synonyms, and diacritical marks.

*Arithmetic.* Plan for teaching long division.

$24 \times 1 = 24$	24)556,168(23.192
$24 \times 2 = 48$	48
$24 \times 3 = 72$	<hr/> 76
$24 \times 4 = 96$	72
$24 \times 5 = 120$	<hr/> 41
$24 \times 6 = 144$	24
$24 \times 7 = 168$	<hr/> 176
$24 \times 8 = 192$	172
$24 \times 9 = 216$	<hr/> 48
	48
	<hr/>

Prepare a list of multiplications as shown in the column at the left and use the products as needed in the division.

*Language.* Continue written descriptions. Teach common abbreviations and contractions. Give instruction in letter writing. Teach proper position and punctuation of heading, address, salutation, paragraphs, conclusion, and signature.

*Drawing.* Curve line forms. Cone, vase, cylinder and pyramid.

*Geography.* Outline for study of the United States:

1. Boundary. 2. Coast lines—direction, regularity, indentations, and projections. 3. Surface—mountain ranges, plateaus, and plains. 4. Lakes. 5. Rivers. 6. Cities. 7. Islands. 8. Climate. 9. Productions—animal, vegetable, and mineral. 10. Political divisions. 11. Inhabitants. 12. Occupations.

*Physiology and Hygiene.* See outline at end of Intermediate Division.

### *Tests for Promotion.*

*Reading.* Ability to read correctly and with proper expression, any lesson in the third reader, to give such definitions and explanations as may be required, to give a clear and intelligible synopsis of the piece, and to recite some selection that has been memorized.

*Spelling.* Ability to spell correctly all words in reading lessons, or in speller as far as studied, to spell by sound, to give diacritical marks as far as given in books used.

*Writing.* To make a neat and legible specimen with pen and ink.

*Arithmetic.* Ability to read, write, add, subtract, multiply and divide simple numbers and common fractions, to perform all operations promptly and accurately, to display written work properly, to solve mental examples involving the processes learned, and to give definitions of terms used. The multiplication table must be thoroughly learned.

*Language.* Pupils should be able to write from an outline an intelligent exercise or essay in which the punctuation marks and capital letters are properly placed. The spelling and grammatical construction should be correct, and the exercise should be properly arranged and neatly written. They should be able to compose a short letter, using the proper form, and should have some general knowledge of nouns, pronouns, adjectives, verbs, adverbs, and prepositions.

*Drawing.* Ability to copy accurately easy drawings involving the use of straight and curved lines.

*Geography.* Pupils should have a general knowledge of the geography of the county, state, United States and the continent of North America.

*Physiology and Hygiene.* A fair knowledge of the effects of narcotics and stimulants on the different organs of the body and their functions should be possessed by the pupils.

## FIFTH SECTION.

### *Fifth Year's Work.*

*Text-Books.* Fourth reader, language book, advanced arithmetic, spelling-book, copy-book, elementary geography, primary physiology.

Utensils as before.

### *Branches taught.*

*Reading.* First half of fourth reader.

*Spelling.* Spelling-book, thirty or forty pages.

*Writing.* Copy-book with pen and ink.

*Arithmetic.* Advanced book. Simple numbers, factors, multiples, and fractions. See suggestions.

*Grammar.* Elementary book finished, or oral lessons.

*Drawing.* From blackboard or drawing book.

*Geography.* South America and other grand divisions from elementary book.

*Physiology and Hygiene.* From outline.

*Suggestions and Explanations.*

*Reading.* Give such definitions and drills as are found in the book. Cultivate a taste for good reading by questions and conversations on the lessons. Require pupils to study the definition and derivation of words from the dictionary, and to learn and recite favorite sections. Have occasional reading lessons from story books or from papers.

*Spelling.* Both oral and written. Teach thoroughly, pronunciation, articulation, syllabication, and accent.

*Writing.* Position, movement, slant of letters, spacing, and analysis.

*Arithmetic.* Give practical examples, both mental and written, from book of another series or from other sources.

*Note.* If books are used in which compound numbers are given before fractions, the work of this section may, if deemed expedient, be on compound numbers.

*Language.* If no text-book is used, the teacher should furnish sentences, easy at first, for analysis and parsing. Continue instruction in punctuation, the use of capitals, and the construction of sentences. Essays or written exercises once or twice each week, either in connection with some other study or as a special lesson. Letter writing.

*Drawing.* Figures of familiar objects, as flowers, domestic animals, utensils, etc. Sphere, hemisphere, cube, circle, semicircle, square.

*Geography.* If there are no elementary text-books in the school, give oral lessons in mathematical and physical geography, using blackboard, wall maps and globe, and continue the grand divisions following the outline already given. Map drawing.

SIXTH SECTION.

*Sixth Year's Work.*

*Text-books.* Fourth reader, spelling-book, copy-book, advanced arithmetic, grammar, geography, primary physiology, primary history. Utensils as before.

*Branches taught.*

*Reading.* Fourth reader finished.

*Spelling.* Spelling-book, thirty to forty pages.

*Arithmetic.* Advanced book. Finish compound numbers.

*Grammar.* Text-book, etymology, supplementary exercises in parsing and analysis.

*Drawing.* From blackboard or drawing-book.

*Geography.* From larger book. Finish geography of the United States in detail.

*History.* Primary book, or orally from outline.

*Physiology and Hygiene.* From outline.

*Suggestions and Explanations.*

*Reading.* Definitions, rules, and diacritical marking from book. Occasionally give extra reading lessons from books and papers. Special elocutionary drills. Require pupils to give the substance of the lesson in their own language either oral or written.

*Spelling.* Lists of proper names and geographical terms. Occasional dictation exercises.

*Writing.* Analysis of letters continued. Shading.

*Arithmetic.* Give practical examples relating to the measurement of plastering, papering, carpeting, land, bins, timbers, boards, walls, cellars, piles of wood, and areas and solids of all kinds.

*Grammar.* On beginning grammar with a text-book, do not devote all the time to the study of difficult definitions and rules. Give considerable attention, at first, to instruction and practice in parsing, analysis and composition.

Have pupils prepare outlines and write descriptions of objects, animals, and persons.

*Outline.*—Subject: View from my window. Introduction; country or town, season. Description. Objects in front: near—road, brook, fence; far—sun, field, grove. Objects at the right: near—mill, railroad; far—village, hill. Objects at the left: near—pasture, horse, colt, cow; far—farm, load of hay, stock. Conclusion; pleasant or unpleasant effect, etc.

From similar outline write transformations of poems and other literary productions.

*Drawing.* Principally curve line forms; leaves, fruits, vegetables, tumblers, boxes, baskets, bowls, vases; cylinder, square prism, circle, square, oblong.

*Geography.* Use wall maps with every lesson. Have all the places located on the map before or during the study of the lesson. Ordinarily map drawing should not be from rule and measurement. The drawing should be a representation of the mental picture possessed by the pupil, and should not be made till the country which it represents has been thoroughly studied.

*History.* In teaching history orally, tell of important events and noted men. Read passages from histories and other books, illustrating the topic under consideration. Associate dates, events, persons, and circumstances in such a way as to make this study attractive.

*General Exercises.* In the work of the Intermediate Division oral instruction may be given, as time and opportunity will permit, on objects, animals, and substances; the plainer laws and operations of nature; and the principal trades, professions, and occupations.

Have occasional exercises to develop patriotism and instil noble sentiments, choosing birthdays of noted generals and statesmen, as Washington, February 22; Jackson, March 15; Webster, January 18; Lincoln, February 12; Grant, April 27; Garfield, November 19. Author days, and days commemorating children's friends, should be celebrated. Notice the following list: Longfellow, February 27; Bryant, November 3; Whittier, December 17; Alice Cary, April 26; Harriet Beecher Stowe, June 14; Louisa M. Alcott, November 29.

The flag of our country, and other representations of our national colors, should be in every school room. By frequent allusions to these emblems of patriotism and loyalty, strive to inspire a deep and lasting love of country in the hearts of the children. Use tiny flags for number lessons. Teach memory gems about our flag. Sing patriotic songs. Bring into the school-room portraits of Washington, Lincoln, Grant, and other statesmen and generals.

Pleasant and profitable opening exercises should be carried out to encourage prompt attendance.

Arrange special work for all important occasions.

On arbor day, besides the usual declamations, singing, etc., lessons should be given which will induce the pupils to observe and study the growth and habits of trees, plants, and flowers. These lessons may begin early in the season and lead to a culmination on arbor day. At this time, a taste for cultivating flowers should be promoted, and kindness to animals and protection of birds encouraged.

During autumn or early winter, a day may be set apart for celebrating the gathering of the harvest. Learn of fruits, vegetables, seeds, grains, and roots. Call attention to the bounties of nature, the Giver of good. Tell of the dying year, and foster respect for the aged, reverence for what is sacred, and kindness to the weak and helpless.

An outline in morals and manners is placed at the end of the course. Teachers should study it carefully and use it for their own guidance and in giving instruction to their pupils.

Physical exercises will be found profitable. They prevent weariness and restlessness and produce graceful attitudes and movements. See model at the end of the course. Singing should form a part of all general exercises.

### *Physiology and Hygiene.*

#### Outline.

Bones and muscles; description, functions, diseases, and hygiene.

The skin: description, functions, diseases, and hygiene.

Organs of respiration: description, functions, diseases, and hygiene.

Circulation. Physiology, anatomy, diseases, and hygiene of the organs of circulation. Effects of alcohol: a foreign substance in the blood; quickened circulation; rapid heart beats, exhaustion and degeneracy of the heart; hardened membrane; injury to the red corpuscles; retention of impurities.

Digestion. Anatomy, physiology, diseases, and hygiene of the digestive organs. Effects of alcohol: does not satisfy hunger or quench thirst; irritates the lining of the stomach; inflames the liver and eventually produces hardening or degeneration; impairs the action of the kidneys; does not produce heat but a rush of blood to the surface and a chill by reaction; stimulates instead of strengthening, and produces weakness as a final result; checks the removal of waste matter; creates a progressive appetite; affects offspring.

The nervous system. Anatomy, physiology, diseases, and hygiene of the nervous system. Effects of alcohol: absorbs water from the nervous tissues exciting and finally hardening them; produces stimulation at first, afterwards loss of power; first effects on the mind, a feeling of pleasure, strength, or brightness; ultimate effects on the mind and character, unset-

ties and finally overcomes perception and reason, impairs memory, excites the imagination abnormally, blunts the finer sensibilities, arouses the passions, and enslaves the will. Neglect of business, dishonesty, crime, insanity, delirium and death, are some of the fearful consequences of the excessive use of alcohol.

Effects of tobacco: tobacco contains several poisons, nicotine being among the most powerful; effects on the young, nausea, weakened digestion, affected heart beat, impurity of the blood, derangement of the nervous system, formation of a slavish habit; general effects, acts injuriously on the nervous system and vital organs, enervates the body and mind, and frequently leads to the use of spirituous liquors.

Other stimulants and narcotics: mild, tea, coffee, etc.; powerful, opium, chloral, cocaine, etc.

In order to comply with the requirements of the law, at least three lessons each week must be given. As thorough examinations or tests should be required in this study as in other branches; the same marking system should be used and such marks should enter into the general average which decides the rank of the pupil.

#### *Tests for Promotion.*

*Reading.* Ability to read, with proper expression, any selection in the fourth reader; to give the substance of the piece in their own language; to define the words and explain any allusions which may occur in the lesson; and to recite some selection illustrating the modulation of the voice.

*Spelling.* Ability to spell well, especially in examinations and exercises in which the mind is occupied with other matters, showing that correct spelling has become a habit.

*Writing.* Pupils should understand the analysis of the letters, and should be able to prepare a neat and legible page.

*Arithmetic.* Ability to read, write, add, subtract, multiply, divide, and reduce simple and compound numbers, and common and decimal fractions; to solve practical examples involving these operations; to give definitions of all terms used; and to express the processes promptly, neatly, and accurately. Oral as well as written solutions are required.

*Language.* Ability to write essays and letters in clear and accurate language, to use punctuation marks correctly, to analyze easy sentences, and to parse words as far as learned.

*Drawing.* Ability to make a fair copy of some drawing or model.

*Geography.* A knowledge of the principal facts in mathematical and physical geography, the physical and political geography of the world and of the different grand divisions, and the geography of the United States in detail. Ability to draw outline maps of the continents, and to locate on them places which have been studied.

*History.* A knowledge of the principal events and leading dates of U. S. History.

*Physiology and Hygiene.* Pupils must have a good idea of the nature and functions of the different organs of the body, and a well-grounded knowledge of the manner of preserving health, especially with reference to the effects of narcotics and stimulants.

## ADVANCED DIVISION.

---

### SEVENTH SECTION.

#### *Seventh Year's Work.*

*Text-books.* Fifth reader, spelling-book, copy-book, advanced arithmetic, grammar, larger geography, and elementary physiology. Utensils as before.

#### *Branches taught.*

*Reading.* First half of fifth reader. Selections from other books.

*Spelling.* Thirty or forty pages in spelling-book.

*Writing.* In copy-book. Letter writing.

*Arithmetic.* Advanced book. Percentage and applications.

*Grammar.* Etymology and syntax from text-book. Class exercises in parsing, analysis, and composition.

*Drawing.* From blackboard or drawing-book.

*Geography.* Finish study of grand divisions in larger book. Study geography of Iowa in detail.

*History.* Advanced book to civil war.

*Physiology and Hygiene.* In elementary book; finish skeleton.

#### *Suggestions and Explanations.*

*Reading.* Use all exercises for voice culture, etc., that are found in the book, and give additional drills if practicable.

*Spelling.* Principles of orthography and rules for spelling.

Outline for word analysis. Word, prefix with meaning, root with meaning, radical, suffix with meaning, literal meaning of word, applied meanings, synonyms, use in sentence.

*Arithmetic.* Each subject should be taken up in the following order: define terms and illustrate definitions, state principles and illustrate them, state rule, give examples from the book, have pupils give original examples, have pupils select examples from other books.

*Drawing.* Simple principles of perspective. Familiar objects, easy landscapes, houses, animals, persons.

*History.* Study history by topics. When all the topics of a period or epoch have been learned, have a review from an outline or diagram, taking up the important points. Illustrate by means of extracts, stories, brief biographies, etc.

### EIGHTH SECTION.

#### *Eighth Year's Work.*

*Text-books.* Fifth reader, spelling-book, copy-book, advanced arithmetic, grammar, larger geography, and elementary physiology. Utensils as before.



*Branches taught.*

*Reading.* Fifth reader finished. Selections from books, papers, and magazines.

*Spelling.* Spelling-book finished. Word analysis. Phonic analysis.

*Writing.* Copy-book. Letter writing, social and business forms.

*Arithmetic.* Advanced book finished. Square and cube root and mensuration.

*Grammar.* Finish text-book. Analysis, parsing, and correction of errors. Composition.

*Drawing.* From blackboard or drawing-book.

*Geography.* Finish larger book.

*History.* Finish advanced book. Civil government of state and nation from outlines.

*Physiology and Hygiene.* In elementary book. Finish skeleton.

*Suggestions and Explanations.*

*Reading.* Outline for study of author. Life; date and place of birth, education, occupation, residence, date of death, age if living, other facts; writings; character and style of writings, give names of six productions which you have read, give three quotations, read an extract, answer questions upon it, and write a synopsis. Have pupils select favorite authors and memorize literary gems.

*Spelling.* In giving dictation exercises, read the selection three times; first, to give pupils an idea of the meaning; second, to enable them to write the words; third, for review. Criticise spelling in all written work.

*Writing.* Review analysis of letters.

*Arithmetic.* Make applications of square and cube root in calculations used by mechanics, surveyors, etc.

*Drawing.* Perspective and shading. Easy architectural and mechanical drawings. Collect and preserve the best specimens.

*Geography.* Associate geography and history. Locate places mentioned in the current news of the day. Collect and preserve the best specimens of map drawing.

*History.* For teaching civil government, see complete outline in this manual. Call attention to the names of persons now in office and follow closely the proceedings of congress and the state legislature when in session. Give pupils some idea of parliamentary law and the proper manner of conducting public meetings.

*General lessons.* In addition to exercises suggested in Intermediate Division, call attention to the news of the day and practical affairs of life, and create an interest in all great public works and measures. Courtesy and politeness may be encouraged, and in many ways, not connected with text-book instruction, pupils may be fitted for the active duties of life. Aim to produce from the pupils found in the school, progressive, capable, trustworthy, and virtuous men and women.

*Physiology and Hygiene.* Many schools are furnished with charts. Use these in connection with the text-books. Recite by topics and give frequent oral and written reviews.

*Tests for Graduation.*

*Reading.* Ability to read with proper expression an entire lesson in the fifth reader, to modulate the voice at will, to reproduce the substance of any lesson, define words and terms, and recite selections equal to five pages of the reader.

*Spelling.* Ability to spell correctly a list of difficult words, to give the diacritical markings, write extracts from dictation, and analyze words according to previous outline.

*Writing.* Ability to write rapidly and well, to analyze the small letters and capitals and to prepare from memory such business forms as notes, receipts, bills of goods, orders, etc.

*Arithmetic.* Ability to define all terms and perform all operations usually found in a common school text-book, to give a clear statement of the processes employed and the principles involved, to give all rules and solve practical problems illustrating them.

*Drawing.* Ability to make a creditable drawing from copy or model.

*Grammar.* Ability to analyze ordinary sentences and parse the words contained in them, to outline and compose an essay using full and accurate phraseology and correct form, punctuation, and spelling. Pupils should have a good knowledge of the definitions, principles and rules of grammar. Their ordinary conversation should be grammatically correct.

*Geography.* A fair comprehension of the principal facts in mathematical and physical geography, a good understanding of the physical and political geography of foreign countries, and a more minute and detailed knowledge of Iowa and the United States. Ability to locate all important points on wall maps, and to draw maps of Iowa and other states, the United States and other countries.

*History.* Pupils must possess a comprehensive knowledge of the principal events and personages of United States history, and must be able to give an intelligent recitation or written exercise on any topic that may be assigned. They must have a good understanding of the government of Iowa and the United States.

*Physiology and Hygiene.* A thorough knowledge of the anatomy and physiology of the human body, of the rules for preserving health, and the effects of narcotics and alcoholic stimulants.

*Physical Exercises.*

*Positions.* A. Sit erect with hands folded in front. B. Turn to aisle, prepare to rise. C. Rise and face the teacher. D. Stand erect with arms hanging at the sides, hands open. E. Resume seats.

*Breathing.* 1. With hands on hips. When the teacher counts *one* inhale slowly through the nose, using chest muscles; *two*, retain the air a few seconds; *three*, exhale. Count six.

2. Position D. At *one*, inhale, using the diaphragm; *two*, retain the air a few seconds; *three*, exhale forcibly. Count six.

3. Position D. At *one*, inhale; *two*, with mouth open exhale, giving the sound of *a* in father. Count eight.

4. Position D. At *one*, inhale slowly; *two*, with elbows raised horizontally, tap lightly and rapidly on the chest six times; *three*, exhale.

*Movements.* 1. Position D. As the teacher counts *one*, throw the hands outward and upward keeping the arms extended, bring the hands together over the head with a clap; at *two*, bring the hands down in front to a level with the shoulders; at *three*, throw the hands backward, keeping the arms extended horizontally; *four*, drop the arms to position D. Count twelve.

2. Position D. Clasp the hands and let them hang in front. At *one*, throw the hands to the right and as far behind as possible, at the same time turning the body in the same direction, but keeping the face and feet straight forward; at *two*, turn to the left in the same manner. Count eight.

3. Position D. At *one*, place the left hand on the hip and thrust the right hand, closed, to a vertical position; at *two*, place the right hand on the hip and the left fist upward in the same manner. Count twelve.

4. Position D. At *one*, step the right foot forward and back; at *two*, step the left foot forward and back; at *three*, rise on the toes and back to place. Count twelve.

5. Position D. At *one*, raise the hands slowly, backs upward, till the backs of the hands come together above the head. Lock the little fingers. At *two*, inhale a full breath. At *three*, lower the hands slowly to the sides exhaling the breath at the same time. Count six. The fifth exercise is rather severe and should be used only when pupils are loosely clothed.

When pupils have learned to give the exercises by counting, they may be taught to use familiar tunes, such as Rally round the Flag, etc.

### *Discipline and Moral Training.*

"School Discipline is not a system of rewards and punishments; of making pupils speak or be silent; of compelling them to do this, or not to do that. It is the art of making them perform, in the most appropriate, easy, and useful way, all the duties of the school-room."

### *Qualifications of a Good Disciplinarian.*

VIRTUES TO BE CULTIVATED.	VICES TO BE AVOIDED.
Intelligence .....	Ignorance.
Politeness.....	Rudeness.
Candor .....	Hypocrisy.
Truthfulness .....	Deceit.
Kindness .....	Cruelty.
Modesty .....	Egotism.
Energy .....	Laziness.
Promptness .....	Tardiness.
Firmness.....	Fickleness.
Dignity .....	Want of self-respect.
Self control .....	Passion.
Tractability .....	Stubbornness.
Honesty .....	Dishonesty.
Cheerfulness .....	Despondency.

“The moral government of the school must be largely persuasive in its nature. When children can be moved to do right, *because it is right*, and to avoid doing wrong *because it is wrong*, a foundation has been laid which will not fail them, when in later years they build their character upon it.”

These virtues and vices are continually coming to the notice of the observing teacher. The hints which are given we hope may be found useful.

VIRTUES.	VICES.
Truthfulness .....	Falsehood.
Diligence. ....	Idleness.
Politeness .....	Rudeness.
Regularity .....	Irregularity.
Obedience .....	Disobedience.
Purity .....	Obscenity.
Respect. ....	Disrespect.
Self control. ....	Lawlessness.
Reverence .....	Profanity.
Neatness .....	Disorder.

Correct a tendency to falsehood by placing right motives before the child; a tendency to idleness, by giving him plenty of work and inspiring him with a wish to excel; a tendency to rudeness by examples of gentleness; a tendency to irregularity by showing him the advantage of promptness, and by the public opinion of the school; a tendency to disobedience by kindness and firmness combined; a tendency to profanity by precept and example; a tendency to obscenity, by watching his habits, and by exalting in his presence everything which is pure. Make only wise rules and then enforce them.

Do not place temptations in the way of the child. Study his home life in connection with his conduct at school. Be courteous to every pupil, no matter how rude he is toward others. Shield the virtuous from the influence of the vicious as far as possible. Have a care of the externals about the school, the fences and out-buildings should bear no mark which will bring a blush of shame to the face of any child. Vile suggestions are sometimes the beginnings of terrible evils.

## SAMPLE PROGRAM No. 1.

### FORENOON.

BEGINS.	CLOSES.	TIME.	1ST CLASS.	2D CLASS.	3D CLASS.	4TH CLASS.	5TH CLASS.
9:00	9:05	5m		OPENING EXERCISES.			
9:05	9:15	10	<i>Reading.</i>	<i>Reading.</i>	<i>Reading.</i>	Arithmetic.	Arithmetic.
9:15	9:30	15	Seat Work.	<i>Reading.</i>	<i>Reading.</i>	Arithmetic.	Arithmetic.
9:30	9:45	15	Seat Work.	Numbers.	<i>Reading.</i>	Arithmetic.	Arithmetic.
9:45	10:00	15	Copying.	Numbers.	Arithmetic.	Arithmetic.	Arithmetic.
10:00	10:20	20	Copying.	Copying.	Arithmetic.	Geography.	Arithmetic.
10:20	10:30	10	*Gen. Lessons.	*Gen. Lessons.	Drawing.	Geography.	Drawing.
10:30	10:45	15		RECESS.			
10:45	11:00	15	Seat Work.	Writing.	Arithmetic.	Geography.	Geography.
11:00	11:15	15	Seat Work.	Copying.	Language.	Geography.	Geography.
11:15	11:30	15	Numbers.	Copying.	Language.	Reading.	Geog. or Hist.
11:30	11:45	15	Numbers.	Reading.	Writing.	Reading.	Reading.
11:45	12:00	15	Dismissed.	Reading.	Reading.	Grammar.	Reading.

### AFTERNOON.

1:00	1:10	10	Reading.	Reading.	Reading.	Grammar.	Grammar.
1:10	1:20	10	Copying.	<i>Reading.</i>	Reading.	Grammar.	Grammar.
1:20	1:30	10	Copying.	Copying.	<i>Reading.</i>	Grammar.	Grammar.
1:30	1:45	15	Numbers.	Copying.	Spelling.	Grammar.	Grammar.
1:45	2:00	15	Numbers.	Writing.	Spelling.	Drawing.	Grammar.
2:00	2:30	30	*Gen. Lessons	*Gen. Lessons	*Gen. Lessons	Writing.	Physiology
2:30	2:45	15		RECESS.			
2:45	3:00	15	Reading.	Reading.	Spelling.	Spelling.	Physiology.
3:00	3:10	10	<i>Reading.</i>	Reading.	Spelling.	Spelling.	Spelling.
3:10	3:20	10	Copying.	<i>Reading.</i>	Spelling.	Spelling.	Spelling.
3:20	3:30	10	Copying.	Copying.	Spelling.	Spelling.	Spelling.
3:30	3:40	10	Drawing.	Reading.	Copying.	Spelling.	Spelling.
3:40	3:50	10	Numbers.	Reading.	Reading.	Reading.	Spelling.
3:50	4:00	10		General Exercises.			

Italic type denotes recitations, Roman letters what the other classes should study. Classes are numbered to correspond with the readers. \*Gen'l Lessons or Dismissed.

## SAMPLE PROGRAM No. 2.

RECITATION.	BEGIN.	END.	TIME.	STUDY.			
				D Division.	C Division.	B Division.	A Division.
Opening Exercises....	9:00	9:10	10				
D, Reading.....	9:10	9:20	10		Reading.	Reading.	Reading.
C, Reading.....	9:20	9:30	10	Drawing.		Reading.	Reading.
B, Reading.....	9:30	9:45	10	Busy Work.	Drawing.		Arithmetic.
A, Arithmetic.....	9:45	10:10	25	Numbers.	Numbers.	Arithmetic.	
D, Numbers.....	10:10	10:20	10		Numbers.	Arithmetic.	Arithmetic.
C, Numbers.....	10:20	10:30	10	Recess.		Physiology.	Arithmetic.
	10:30	10:45	15	GENERAL RECESS.			
C, D. Oral Physiology.....	10:45	10:55	20			Physiology.	Physiology.
B, Arithmetic.....	10:55	11:15	10	Bl'kb'd W'k	Geography.	Physiology.	Physiology.
D, Geography.....	11:15	11:25	10		Geography.	Physiology.	Physiology.
A, B, Physiology.....	11:25	11:45	20	Write Read-	Geography.		
C, Geography.....	11:55	12:00	15	ing Lesson.		Geography.	Grammar.
	12:12	1:00	60	NOON.			
D, Reading.....	1:00	1:10	10		Bl'kb'd W'k	Geography.	Grammar.
B, Geography.....	1:15	1:25	15	Numbers.	Lang. Less.		Grammar.
A, Grammar.....	1:25	1:45	20	Numbers.	Lang. Less.	Lang. Less.	
D, Object Lessons.....	1:45	1:55	10		Lang. Less.	Lang. Less.	History.
B, C, Lang. Lessons.....	1:55	2:15	20	Write or	Print.		History.
Drawing, Penmanship.....	2:15	2:35	20	Recess.			
	2:35	2:50	15	GENERAL RECESS.			
B, C, Oral History.....	2:50	3:00	10	Busy Work.			History.
D, Reading.....	3:00	3:10	10		Spelling.	Spelling.	History.
A, History.....	3:15	3:25	15	Copy Forms	Spelling.		
B, C, Spelling.....	3:25	3:30	10	Slate Work.			Reading.
A, Reading.....	3:35	3:50	15	Bl'kb'd W'k	Reading.	Lang. Less.	
	3:50	4:00	10	GENERAL EXERCISES.			

## OUTLINE OF CIVIL GOVERNMENT.

---

### UNITED STATES.

The present constitution of the United States went into effect March 4, 1789. The revolution resulted in the independence of the American colonies, and even before the treaty of Paris, which closed the war, was signed, it was evident that a strong constitution was needed upon which to build the new republic. Before considering the provisions of the constitution, it may be well to outline the different steps by which our present form of government was established. The most important ones to be considered are the following:

I. Declaration of independence, adopted July 4, 1776.

II. Articles of confederation.

Proposed by congress, June 11, 1776.

Adopted by congress, November 15, 1777.

Ratified by Maryland, the thirteenth colony, March 1, 1781.

Went into effect March 2, 1781.

III. Revision of articles of confederation.

Proposed by Washington, 1785.

Trade convention met at Annapolis, Maryland, September, 1786.

Constitutional convention met at Philadelphia, organized May 25, 1787, and elected George Washington its president. Adopted the present constitution of the United States which was to be binding upon the states ratifying it as soon as the assent of nine states was obtained. Adjourned September 17, 1787.

Ratification by the states: Delaware, December 7, 1787; Pennsylvania, December 12, 1787; New Jersey, December 18, 1787; Georgia, January 2, 1788; Connecticut, January 9, 1788; Massachusetts, February 6, 1788; Maryland, April 28, 1788; South Carolina, May 23, 1788; New Hampshire, June 21, 1788; Virginia, June 26, 1788; New York, July 26, 1788; North Carolina, November 21, 1789; Rhode Island, May 29, 1790.

The purposes for which our government was founded are clearly stated in the preamble to the constitution which is given below:

“We, the people of the United States, in order—

1. To form a more perfect union;

2. To establish justice;

3. To insure domestic tranquillity;

4. To provide for the common defense;

5. To promote the general welfare;

6. To secure the blessings of liberty to ourselves and our posterity,  
do hereby ordain and establish this constitution for the United States of America.

The constitution provides for three branches of government; viz.,

The legislative, or law-making branch, vested in a congress consisting of a senate and a house of representatives.

The executive, or law-enforcing branch, vested in the president of the United States and the many thousand subordinate officers necessary to put into execution the laws of congress.

The judicial, or law-interpreting branch, which consists of the supreme court and a system of inferior courts provided by law.

We shall now proceed to the consideration of these branches of the government in the order in which they are named above.

#### LEGISLATIVE BRANCH.

##### *I. Senate.*

*Number of members.* There are, at present, eighty-four members, two being chosen from each state by the legislature thereof, for a term of six years.

*Qualifications.* A senator must be at least thirty years of age; he must have been a citizen of the United States for nine years; when elected, he must be an inhabitant of the state from which he is chosen.

*Classes.* Senators are separated into three classes as nearly equal as possible. The terms of one-third the number expire on March 4, of each odd-numbered year. Senators from the same state are assigned to different classes so that their terms shall expire at different times. Under the articles of confederation the congress voted by states, each state having one vote, and if only one delegate from any state was present, the state lost its vote on the question under consideration. Each member of congress now has one vote.

*Presiding officers.* The vice-president of the United States is *ex officio* presiding officer of the senate. A president *pro tempore* is chosen by the senate to preside during the absence of the vice-president. The chief justice of the supreme court of the United States presides over the senate when that body sits as a court to try the president of the United States upon impeachment.

*General provisions.* The vice-president has no voice in the deliberations of congress except in case of a tie. The president *pro tempore*, being a member of the senate, may vote on all questions, while presiding. The salary of the president *pro tempore* is not increased unless he serves during a session, or part of a session of congress, owing to the death, resignation, or inability of the vice-president to preside, or when the latter is called upon to serve as president of the United States. In any of these cases he receives the same compensation as the vice-president. The senate has the sole power to try impeachments, and conviction on impeachment requires the assent of two-thirds of the members present.

Vacancies in the senate are filled by the state legislature when in session, or by the executive authority of the state from which the vacancy occurs, when the legislature is not in session.

## II. House of representatives.

*Number of members.* There are now three hundred thirty members. They are chosen every second year by the voters of the several states who have the right to vote for members of the more numerous branch of the state legislature. Their term begins March 4, of each odd-numbered year.

*Qualifications.* A representative must be at least twenty-five years of age. He must have been a citizen of the United States seven years. He must, when elected, be an inhabitant of the state from which he is chosen.

*Apportionment.* Representatives and direct taxes are apportioned among the states according to their population. For convenience, the states are divided into congressional districts, and each district has one representative. The ratio of representation is one representative for every 151,912 people in the United States as shown by the last census. It is sometimes found inconvenient to adjust the boundaries of representative districts when the number of representatives has been changed. Pennsylvania had twenty-seven representatives for the ten years preceding 1883. The census of 1880 gave that state twenty-eight representatives, but instead of changing the number of representative districts, the additional member is chosen from the state as a whole. He is known as the representative at large.

*Vacancies.* When vacancies occur, they are filled by a special election called by the executive of the state for that purpose.

*Officers.* The house of representatives choose their speaker and other necessary officers.

## III. Powers of Congress.

To provide revenue for the support of the government. To borrow money on the credit of the United States. To regulate commerce; coin money; fix the value of foreign and domestic coins; establish a standard of weights and measures; pass uniform bankruptcy laws; and laws for the punishment of counterfeiting the moneys and securities of the United States. To establish post-offices and post-roads; to issue patents and copyrights; to provide for a system of courts inferior to the supreme court. To declare war; raise and support armies; establish and maintain a navy; and to provide for the government and discipline of the army, navy, and militia of the United States. To have exclusive control of the District of Columbia and of all other property belonging to the United States. To make all laws necessary to carry out the provisions of the constitution of the United States.

## IV. Powers Denied the United States.

*Habeas corpus.* The privilege of the writ of *habeas corpus* shall not be suspended except when, in cases of rebellion or invasion, the public safety may require it. This writ lies at the foundation of all personal liberty. Its object is to secure to a person accused of crime and under arrest the right to a speedy examination for the purpose of determining whether he has been properly held for trial, or not.

*Bill of attainder.* No bill of attainder, or *ex-post-facto* law shall be passed by congress.

A bill of attainder is a law which declares the blood of a person accused



of treason or felony to be attainted, or corrupted, and on that account his property cannot be transmitted to his legal heirs, but is confiscated by the government.

The definition of an *ex-post-facto* law as given by the supreme court of the United States is as follows: "An *ex-post-facto* law is one that creates or aggravates crime, increases the punishment, or changes the rules of evidence for the purpose of conviction."

*Direct taxes.* Direct taxes are not to be levied upon the states except in proportion to the population as shown by the last census. Much of the revenue raised for the support of the general government is obtained from duties on imported goods. This is called an indirect tax. Direct taxation has been resorted to several times, however, since the organization of our government.

*Commerce.* In regulating commerce, congress is prohibited from giving the preference to the ports of one state over those of another.

*Money drawn.* The constitution provides that no money shall be drawn from the treasury of the United States except in consequence of appropriations made by law, and a full statement of the receipts and expenditures must be made from time to time.

*Nobility.* Congress is prohibited from granting any title of nobility, and any officer of the United States is not allowed to receive any present, pay, office, or title from any foreign power, without the consent of congress.

#### V. Powers Denied the States.

*Treaties, etc.* The states are forbidden to enter into treaties, confederations, or alliances; to coin money, emit bills of credit, or make anything except gold and silver a legal tender in payment of debts; to pass any bill of attainder, *ex-post-facto* law, or law impairing the obligation of contracts.

*General.* The other powers denied the states are such as are specially assigned to the general government. They refer to laws for regulating commerce, collecting duties, levying war, etc.

#### EXECUTIVE BRANCH.

##### I. President.

*Powers.* The president of the United States is the chief executive officer of the general government. To him is intrusted the enforcement of the laws of congress.

*Term.* The presidential term of office is four years, and there is nothing said in the constitution about re-election. Washington, Jefferson, Madison, Monroe, Jackson, Lincoln, and Grant were each chosen for a second term, but no person has been called upon to serve as president for more than two terms.

In the constitutional convention, the term of the president was fully discussed. The committee appointed to draft that part of the constitution relating to the executive branch of the government, reported in favor of a presidential term of seven years, with a provision prohibiting re-election. As the result of the discussion, however their report was rejected, and the present provision substituted. Lincoln and Grant are the only presidents who have been re-elected since 1836.

*Qualifications.* No person is eligible to the office of president unless he has attained the age of thirty-five years. He must be a native-born citizen of the United States. He must have resided in the United States fourteen years.

*Manner of Choosing.*

*Presidential electors.*

*Number.* Each state is entitled to choose as many presidential electors as it has senators and representatives in congress. The whole number of presidential electors constitutes the electoral college, and, from the foregoing statement, it will readily be seen that this college consists of as many members as there are members of congress. The presidential electors in each state are frequently called the electoral college. The electoral college of Iowa consists of thirteen members, at present, and the electoral college of the United States, of four hundred fourteen members. Members of congress and persons holding positions of profit or trust under the United States are prohibited from serving as presidential electors.

*Nomination.* Each political party puts in nomination as many candidates for the office of presidential elector in each state as the state is entitled to, and the electors chosen are, by the code of political ethics, bound to vote for the candidates of their party. The electors are nominated in the state conventions held by the different political parties, two being chosen from the state at large, to correspond to the number of senators, and one from each congressional district in the state.

*Election.* The qualified voters in the several states meet on the Tuesday next after the first Monday in November of each leap year.\* Each voter indicates his preference for president and vice-president, by casting a ballot for the whole list of presidential electors nominated by the political party of which he is a member, in the state in which he resides. Every voter in Iowa may, therefore, vote for thirteen presidential electors. As soon as it is known which political party has secured the election of a majority of the presidential electors, it can be determined who will be chosen president and vice-president.

*Meeting.* The presidential electors meet on the second Monday in January following their election, usually at the capital of their respective states, and vote by ballot for candidates for president and vice-president, one of whom at least shall not be an inhabitant of the same state as themselves. Three lists of the persons voted for for each office are made, each list showing the number of votes each candidate has received.

*Signing lists.* The electors sign, certify, and seal these lists, and deposit one list with the judge of the district court of the United States for the district in which the electors meet. The other two lists are sent to the president of the United States senate, one by mail, and one by special messenger. When this is done the work of the electoral college is completed.

*Action in congress.* On the second Wednesday in February following, both houses of congress meet in joint convention, when the president of the senate opens the sealed lists and the votes are counted. The persons receiving a majority of all the votes cast for president and vice-president

---

\*It will be observed that the century years are not leap years unless divisible by 400

respectively are declared elected. Presidential electors are paid out of the state treasury for the time actually spent in the discharge of their duties. The compensation, in Iowa, is fixed at five dollars a day, and five cents a mile in going to and returning from their place of meeting.

#### *House of representatives.*

If no person receives a majority of all the electoral votes cast for president, the choice of that officer devolves upon the house of representatives. That body begins its work at once, the selection being made from the three candidates receiving the highest number of electoral votes. Each state has but one vote, and a majority of the representatives from each state cast the vote of their state. When a vote for president is taken in the house of representatives, there must be present one or more members from at least two-thirds of all the states, and a majority of all the votes is necessary to a choice. At least one vote is taken every day, but if no choice is made before March 4, following, the vice-president serves as president. Only two presidents have been chosen by the house of representatives, Thomas Jefferson and John Quincy Adams.

#### *Joint-high commission.*

Owing to disputed election returns from several states in 1876, congress could not determine which candidates had been elected president and vice-president. A joint-high commission, consisting of five senators, five representatives, and five judges of the United States supreme court, was appointed to determine which electoral votes in the disputed states should be counted. Each political party was pledged to abide by the decision of the commissioners. Rutherford B. Hayes was declared duly elected president.

#### *President's cabinet.*

*How chosen.* To aid him in the discharge of his duties, the president appoints a cabinet, consisting of eight prominent men, to each of whom is intrusted the oversight of some special department of the work of the executive. Washington chose only four such advisers, and the others have been added from time to time as has seemed necessary. The cabinet is not provided for by the constitution, but several acts of congress have been passed giving the president the right to appoint these officers, with the advice and consent of the senate.

*Organization.* The different departments have been established as follows: Navy department, April, 1789; state, treasury, and war departments, September, 1789; post-office department, May, 1794; interior department, March, 1849; department of justice, June, 1870; department of agriculture, February, 1889. The cabinet officers are, secretary of state, secretary of treasury, secretary of war, secretary of navy, secretary of interior, secretary of agriculture, attorney-general and postmaster-general.

*Presidential succession.* In case of the removal of the president from office, or by reason of his death, resignation, or inability to discharge the duties of his office, the vice-president takes the oath as president and performs the duties of that office. The constitution gives congress the power to provide for the succession to the presidency in case of the removal, death,

resignation, or inability of both the president and vice-president. No president has ever resigned, but four have died in office; viz., William Henry Harrison, Zachary Taylor, Abraham Lincoln, and James A. Garfield. Congress has provided the following line of succession to the presidency referred to above: Secretary of state, treasury, war, attorney-general, postmaster-general, secretary of the navy, and secretary of the interior. The department of agriculture has been organized since the succession bill was passed, and the secretary of that department is not included in the list.

*Oath.* The president is required to take the following oath of office before beginning the discharge of his duties: "I do solemnly swear (or affirm) that I will faithfully execute the office of president of the United States, and will, to the best of my ability, preserve, protect, and defend the constitution of the United States."

*Duties.* In addition to the duties devolving upon him as the chief executive officer of the government, the president is commander-in-chief of the army and navy of the United States, and of the militia of the several states when called into the actual service of the general government.

He also has the power to make treaties with other nations, by and with the advice and consent of the senate, two-thirds of the members present concurring. He appoints ambassadors, other public ministers, consuls, cabinet officers, judges of the supreme court, and others as required by law. All such appointments, except subordinate officers, must be approved by the senate.

*Message.* It is customary for the president to send an annual message to congress, giving information concerning the condition of the nation and recommending such legislation as to him seems necessary. He may convene the congress on extraordinary occasions and fix the time for their adjournment, in case both houses cannot agree upon such time. It is his duty to commission all officers of the United States, and to receive ambassadors and other public ministers.

*Impeachment.* The president, vice-president, and all other civil officers of the United States, shall be removed from office if impeached and convicted of treason, bribery, or other high crimes and misdemeanors. It was decided early in the history of our government that members of congress are not subject to impeachment by the house of representatives. If guilty of the offenses named above they may be punished by the house of which they are members. Seven persons have been impeached by the house of representatives, and of these, one was not tried by the senate for want of jurisdiction, and but two were convicted. Andrew Johnson is the only president ever impeached, and he was acquitted by the senate.

## II. Vice-President.

This officer is chosen at the same time and in the same manner as the president, except that, when the presidential electors fail to choose a vice-president, that duty devolves upon the senate. The choice must then be made from the two candidates having the highest numbers of votes cast by the electoral college. The qualifications and term of office are the same as those of the president, but the only duty the vice-president is called upon to perform is to preside over the senate, unless the

president cannot, for any cause, perform the duties of his office. Richard M. Johnson is the only vice-president that has been chosen by the senate. His election occurred in February, 1837.

#### JUDICIAL BRANCH.

The judicial power of the United States is vested in a supreme court and such inferior courts as congress may establish. Judges of all the United States courts are appointed by the president with the advice and consent of the senate, and the supreme, circuit, and district judges hold their office during life or good behavior.

##### *Supreme court.*

*Organization.* The supreme court holds annual sessions in the capitol at Washington, commencing on the first Monday in December. The court, at present, consists of a chief justice and eight associate justices, any five of whom constitute a quorum for the transaction of business. The decision of a quorum stands as the decision of the court, although very often the dissenting views of a minority are published.

*Jurisdiction.* In any suit at law relating to ambassadors, other public ministers, and consuls, and in those in which a state is a party, the supreme court has original jurisdiction. It decides cases regularly appealed from the decision of the judges of certain state courts, and from inferior courts of the United States. The constitutionality of laws, state and national, is determined finally by this court, on appeal. Any law of congress or state legislature, if in violation of the provisions of the constitution of the United States, is unconstitutional, and, if so decided by the supreme court of the United States, is null and void.

##### *Inferior courts.*

The inferior courts established by congress are the circuit, district, and territorial courts, the supreme court of the District of Columbia, the consular courts, and the court of claims. These will now be considered briefly.

*Circuit court.* The circuit court of the United States has jurisdiction over certain civil cases in which a state or an alien is a party, or when suit is brought by a citizen of one state against a citizen of another, the amount in controversy being not less than five hundred dollars, exclusive of costs. For the purpose of properly dividing the work of this court, the states are separated into nine circuits, and one circuit judge is appointed for each circuit. One judge of the United States supreme court is assigned to each circuit, and it is his duty to hold at least one term of the circuit court in his circuit, at each of the regular places of meeting of that court, once in every two years. The eighth circuit includes the states of Iowa, Minnesota, Missouri, Kansas, Arkansas, Nebraska, Colorado, North Dakota, and South Dakota.

*District court.* The district court has jurisdiction over criminal offenses against the laws of the United States. There are now sixty-three districts in the United States, and a district judge is appointed for each district. The president appoints a district attorney and a marshal for each district, the former to act as prosecutor for the government, and the latter to serve writs, make arrests, and perform, in general, duties similar to those required of the county sheriff.

*Territorial courts.* The president, with the advice and consent of the senate, appoints three judges of the supreme court for each territory. The territories are separated into three districts each, and one judge of the supreme court is assigned to each district to serve as judge of the territorial district court. The term of these officers is four years. Their powers are similar to those exercised by the judges of the supreme and district courts in the states.

*Supreme court of District of Columbia.* The supreme court of the District of Columbia exercises jurisdiction over civil and criminal matters within the District. It consists of six judges, appointed by the president subject to approval by the senate.

*Court of claims.* At the close of the war, it was found that thousands of claims for property of loyal subjects, seized by the union army during the war, were presented to congress for settlement, and they were of such a nature as to require immediate and careful consideration. So numerous did these claims become in a short time that the work of legislation was seriously interrupted. Congress, therefore, provided for the court of claims to take the evidence and decide upon the merits of each claim presented. The decisions of this court are reported to a committee of congress, and the claims that are decided to be valid are generally allowed without further investigation.

*Consular courts.* American consuls, resident in foreign countries, are empowered to hold court for the purpose of settling difficulties between American citizens and the citizens of the country in which the consul is stationed. This forms a very important part of the work of consuls.

#### *Miscellaneous.*

*State records.* The constitution says, "Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state."

*Privileges of citizens.* The citizens of each state are entitled to all the privileges of citizens of the other states. The term citizen as here used makes citizenship in the state depend upon citizenship in the United States. Citizenship is defined in the fourteenth amendment to the constitution of the United States in the following language: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside." Citizenship and suffrage are often confused. The former is determined by the statement above quoted; the latter is conferred upon certain classes, citizens or aliens, enumerated in the constitutions of the several states.

*Requisition.* A person, who has committed a crime in one state and fled to another, must, if captured, be given up for trial to the officers in the state in which the crime was committed. The demand for the delivery of the criminal for trial is made by the executive authority of the state in which the crime was committed, and is addressed to the executive of the state in which the criminal is found. This demand is called a requisition.

*New states.* When congress began its work under the constitution, only eleven states had given their assent to the new form of government. North Carolina and Rhode Island ratified the constitution soon after, and other states have been admitted from time to time, until now there are forty-two in all. It is provided by the constitution that no new state shall be formed

by the dismemberment of any other state. Notwithstanding this provision, the forty-eight counties in western Virginia that remained loyal during the rebellion were organized as the state of West Virginia, in 1863. No new state can be formed from two or more states without the consent of the legislatures of all the states concerned.

*Territories.* Congress is given the power to make such rules for the government of the territories as may seem advisable. A territorial government has been provided for each of the territories, including Alaska. Each territory elects a delegate to congress for a term of two years. These delegates receive the same compensation as the regular members of congress, but while they are permitted to take part in debates relating to the territories they represent, they have no vote.

Congress also has the power to dispose of the public domain and of such other property as may come into the possession of the government. It exercises control over the District of Columbia in which Washington, the capital of the United States, is located.

*State government.* Each state is guaranteed a republican form of government by the constitution, and the United States must protect each of the states against invasion or insurrection.

*Amendments.* The constitution provides two methods for its own amendment. By the first method, congress by a two-thirds vote of both houses, proposes the amendment to the legislature of each state, or to a convention called in each of the states, for the purpose of ratifying or rejecting the amendment. The assent of three-fourths of all the states is necessary for the adoption of an amendment. By the second method, the amendment may be requested by the legislatures of two-thirds of all the states, and congress must then submit the amendment the same as in the first instance.

More than seven hundred amendments to the constitution have been proposed in congress, but thus far only fifteen have been adopted, all of which have been submitted to the state legislatures for ratification. The first eleven were adopted during Washington's administration, and they secure to the people some of their dearest rights. Among these are religious freedom, freedom of speech and of the press, and the right to petition the government for a redress of grievances. They also provide for the protection of the rights of the people, and for trial by jury in criminal cases. The tenth amendment provides that all powers not delegated to the general government, nor prohibited by it to the states, are reserved to the states, or to the people.

The twelfth amendment changed the manner of electing the president and vice-president, a discussion of which is given elsewhere in these outlines. The thirteenth abolished slavery and involuntary servitude except as a punishment for crime. The fourteenth defines citizenship and forbids the states to deprive any person of life, liberty, or property without due process of law, or to deny any person within its jurisdiction the full protection of the law.

The fifteenth amendment asserts that the right of citizens to vote shall not be denied or abridged on account of race, color, or previous condition of servitude. It will be observed that the right of suffrage is conferred upon certain classes by the state constitutions, the qualifications as to citizenship and residence varying in different states.

## IOWA.

Civil government in Iowa properly began with its organization as a territory July 4, 1838. From that date immigration was very rapid, and in less than four years, the territory applied to congress for admission into the sisterhood of states. After considerable discussion about the boundaries of the new commonwealth, a compromise was effected, and Iowa was admitted December 28, 1846. In a short time, defects were found to exist in the old constitution and a constitutional convention was called to frame a new one that would be better adapted to the wants of a thriving state. The convention met at Iowa City, and, after mature deliberation, adopted the new constitution, March 5, 1857. The action of the convention was ratified by the people of the state, in August of the same year.

*Preamble.* The preamble forms a suitable introduction, or preface, to the constitution proper, and is as follows:

"We, the people of the state of Iowa, grateful to the Supreme Being for the blessings hitherto enjoyed, and feeling our dependence upon Him for a continuation of those blessings, do ordain and establish a free and independent government by the name of the State of Iowa."

### BILL OF RIGHTS.

It will be impossible to give a complete discussion of all the provisions of the bill of rights in these outlines, but every student will be well paid for the time spent in their careful consideration. In this part of the constitution, the rights of the people are clearly expressed and carefully guarded. Section one contains this sweeping assertion of the rights of the people:

"All men are, by nature, free and equal, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property, and pursuing and obtaining safety and happiness." Some of the other sections declare that—

All political power is inherent in the people; No law shall be passed respecting the establishment of religion or requiring a religious test as a qualification for office; Persons concerned in dueling, either as principal or accessory, cannot hold office in the state; All laws of a general nature must be uniform; Liberty of speech and of the press shall be enjoyed; All persons shall be secure in their persons and property against unreasonable searches and seizures; The right of trial by jury is to be kept inviolate; No person shall be deprived of life, liberty, or property, without due process of law; In all criminal prosecutions, the accused shall have the right to a speedy and public trial by an impartial jury; The writ of *habeas corpus* shall not be denied except when the public safety may require; Private property shall not be taken for public use without just compensation first being made; Imprisonment for debt shall not occur, except in case of fraud; No law shall be passed impairing the obligation of contracts; Slavery shall not exist in the state, nor involuntary servitude, except in punishment for crime.

There are several other quite important rights enumerated, but as an additional safeguard to the people, section twenty-five provides that the rights stated shall not be construed to impair or deny others reserved by the people.



## RIGHT OF SUFFRAGE.

It is left to each state to decide for itself what persons, or classes of persons, shall enjoy the right of suffrage, except that no restrictions are to be placed on voters on account of race, color, or previous condition of servitude. The qualifications of electors vary greatly in the different states. To show the range of qualifications, the following points may be of interest; Kentucky and Rhode Island require two years' residence in the state, while Maine and Michigan require but three months'. Four of the states fix the necessary residence in the county at one month, but Kentucky demands one year's residence.

In city, town, or voting precinct, the qualifications range from no limitation at all to six months' residence. Six of the states require that voters must have paid state or county taxes within two years preceding the time of voting; three demand of their voters the ability to read, and two the ability to read and write. In all of the states the minimum age of voters is twenty-one years. Nearly twenty of the states allow aliens to vote at all general and special elections, if they have declared their intentions to become citizens of the United States, and possess the necessary qualifications as required by the constitution and laws of the states respectively.

The constitution of Iowa says, "Every male citizen of the United States, of the age of twenty-one years, who has resided in the state six months, and in the county in which he claims his vote, sixty days, shall be entitled to vote at all elections which are now or may hereafter be authorized by law." The exceptions to the above include idiots, insane persons, persons convicted of infamous crimes, and members of the military, naval, or marine service of the United States, who may be stationed in the state in the discharge of their duty. Five of the states bordering on Iowa; viz., Minnesota, Wisconsin, Missouri, Nebraska, and South Dakota, allow aliens who have declared their intentions to become citizens of the United States to vote at all elections, if they are otherwise qualified as required by law. Such aliens, having obtained the right to vote in any of the states referred to, on removing to Iowa, think themselves qualified electors in this state, and very often do vote, but illegally, of course.

Nine-tenths of all the illegal voting done in Iowa comes from ignorance of this one fact, that no person has a right to vote here unless he is a citizen of the United States, native born or naturalized. Every pupil in our public schools should be thoroughly informed concerning this very important matter.

## DISTRIBUTION OF POWERS.

The government of the state is separated into three departments—legislative, executive, and judicial—and it is designed that they shall be kept as nearly independent as possible. The departments will be considered in the order named above.

### LEGISLATIVE BRANCH.

The legislative authority of this state is vested in a general assembly composed of a senate and a house of representatives. The style, or heading of every law is, "Be it enacted by the General Assembly of the State of Iowa."

## *I. Senate.*

*Number of members.* Not less than one-third nor more than one-half the number of representatives.

*Present number,* fifty.

*Senatorial districts.* Number, fifty.

*Ratio of representation.* One senator for every forty-six thousand inhabitants, or fraction thereof more than one-half, in each senatorial district.

*Additional member.* Any district having one and one-half times the ratio of representation is entitled to one additional senator.

*Qualifications.* A senator must be a male citizen of the United States. He must be at least twenty-five years of age. He must have resided in the state one year, and in the district he is chosen to represent, sixty days, preceding his election.

*Term.* The senatorial term is four years.

*Classes.* The senate is separated into two equal classes, the terms of members of each class expiring alternately every second year.

*Election.* The election of senators occurs on the Tuesday next after the first Monday in November of each odd-numbered year, and their term begins on the first day of the following January.

*Presiding officers.* The lieutenant-governor is president of the senate *ex-officio*, but in his absence, or when he is called upon to perform the duties of governor, a president *pro tempore* is chosen by the senate.

## *II. House of Representatives.*

*Number of members.* There are now one hundred representatives, the largest number possible under the constitution.

*Representative districts.*

*Number.* Ninety-one.

*Ratio of representation.* One representative for every eighteen thousand five hundred inhabitants, or fraction thereof more than one-half, in each representative district. The number of districts and the ratio of representation are determined by the general assembly and may be changed at every regular meeting of that body.

*Additional member.* Every district having one and one-half times the ratio of representation has the privilege of choosing one additional representative. Under this provision, nine districts, according to the present division, are entitled to two representatives each.

*Qualifications.* The qualifications of senators and representatives are the same, except as to age. Representatives are required to be only twenty-one years old instead of twenty-five years, as in the case of senators.

*Term.* The term of representatives is two years, beginning on the first day of January of each even-numbered year.

*Election.* Representatives are chosen at the same time and in the same manner as senators, but they are not separated into classes, the whole number being chosen every second year by the qualified electors of their respective districts at the general election.

### III. General Provisions.

*Powers.* Each house judges of the qualification and election of its own members, keeps a journal of its own proceedings, and publishes it from time to time. It also chooses its own officers, determines the time of its own adjournment, and punishes its members for disorderly conduct. The lieutenant-governor is president of the senate by virtue of his office. The presiding officer of the house is chosen from its own membership, and is called the speaker.

*Protest.* Any member of the general assembly may protest against any act or resolution and have his objection entered in the journal of the house of which he is a member.

*Privilege.* Members of the general assembly are privileged from arrest during the sessions of that body, and while going to and returning from the place of meeting, except in cases of treason, felony, or breach of the peace.

*Vacancy.* In case of a vacancy in the membership of either house, the chief executive officer of the state issues a writ of election to fill such vacancy.

*Action of governor.* Every bill passed by the general assembly must be presented to the governor, and if approved by him, he signs it, and it becomes a law. If the governor objects to the bill, he returns it to the house in which it originated, with his objections, which are spread upon the journal. The return of the bill to the general assembly must be made within three days from the time it is presented to the governor, or it becomes a law without his signature, unless the general assembly, by adjournment, prevents its return. The governor is allowed thirty days after adjournment of the legislature to approve or reject bills passed during the last three days of the session. If on reconsidering a measure rejected, or vetoed by the governor, two-thirds of all the members of each house vote in favor of its adoption, it becomes a law, notwithstanding the governor's objections.

*Majority vote.* A majority vote of all the members elected to each house is necessary for the adoption of a bill, and the vote on the final passage is by yeas and nays which are recorded in the journal.

*Impeachment.* The power of impeachment is vested in the house of representatives, but the senate has the sole power to try persons impeached. Convictions on impeachment require a two-thirds vote in the affirmative of all the members present.

*Laws operative.* Laws of a general nature passed by the general assembly go into effect on July 4, following their adoption. Those passed at a special session go into effect in ninety days after the adjournment of the legislature. Any measure deemed of special importance may go into effect immediately, if the bill provides for its own publication in certain newspapers of the state.

## EXECUTIVE BRANCH.

### I. Governor.

The chief executive authority of the state is vested in the governor.

*How chosen.* The governor is chosen by the qualified electors of the state at the general election held on the Tuesday next after the first Monday in November of each odd-numbered year.

*Qualifications.* The governor of Iowa must be a citizen of the United States. He must be at least thirty years of age. He must have resided in the state the two years next preceding his election.

*Term.* The term of office of the governor is two years, commencing on the second Monday in January following his election.

*Duties.* The governor is commander-in-chief of the army, the navy, and the militia of the state. It is his duty to see that the laws are faithfully executed. He has the power to grant reprieves, commutations, and pardons, except in cases of treason and impeachment. He may convene the general assembly, on extraordinary occasions, in special session. In case the general assembly cannot agree upon a time of adjournment, the governor may fix such time as he may think proper, but such adjournment must not affect the organization of the next regular session.

*Seal.* The governor is the custodian of the great seal of the state of Iowa, with which he seals all important official documents. Upon the seal is found the motto of the state, "Our liberties we prize, and our rights we will maintain." All grants and commissions are made in the name and by the authority of the people of the state of Iowa, signed and sealed by the governor, and countersigned by the secretary of state.

### II. Lieutenant-Governor.

This officer is elected in the same manner as the governor, and his qualifications and term of office are the same. In case of the death, resignation, or inability of the governor to serve, the duties of that officer devolve upon the lieutenant-governor, and, if, for any cause, the latter officer is unable to perform the duties of governor, when such devolve upon him, the president *pro tempore* of the senate is next in the line of succession. The speaker of the house is the officer named in the constitution to succeed the president *pro tempore* in discharging the duties of governor. The lieutenant-governor receives the compensation allowed the governor when he is called upon to perform the duties of that officer, but as president of the senate, he receives the same mileage and twice the salary of a senator for the time served.

### III. Other Officers.

The constitution provides for the election of a secretary of state, an auditor of state, and a treasurer of state. These three officers, together with the governor, constitute the executive council. This council has very important duties to perform, and each officer composing it is allowed five hundred dollars additional compensation for doing the work of the council.

The secretary keeps the records of the state, the auditor is the accountant, and the treasurer, the custodian of the funds of the state. These officers are elected in the even-numbered years, for a term of two years.

Several other officers of the executive department are provided for by law. The state superintendent of public instruction has a general oversight of the educational interests of the state. He appoints teachers' normal institutes in the different counties of the state, holds conventions of county superintendents, and reports biennially the condition of the educational affairs of the state to the general assembly. He is, by virtue of his office, a member of the board of regents of the state university, president of the board of trustees of the state normal school, and president of the state board of educational examiners. His election occurs in the odd-numbered years, and his term of office is two years.

The attorney-general acts as counselor for the various state officers, and he is, in fact, the attorney for the state. Term of office, two years. There are three railroad commissioners chosen by the qualified electors of the state, one each year for a term of three years. They have the general supervision of the railroads of the state. The state printer is required to do the printing of all documents of the general assembly and the various state officers, and the state binder binds in suitable form the volumes prepared by the state printer. The last two officers named are elected by the general assembly in joint convention for the term of two years.

The following officers are appointed by the governor, by and with the advice and consent of the executive council, or of the senate: The adjutant general acts as inspector of the organized state militia, or "Iowa National Guards," as they are called. The state librarian has charge of the valuable library of the state, numbering in all nearly forty thousand volumes. The other principal officers are, three mine inspectors, fish commissioner, dairy commissioner, commissioner of immigration, inspector of illuminating oils, superintendent of weights and measures, commissioner of labor statistics, and custodian of public property.

To the custodian of public property is intrusted the care of the capitol building and grounds. The new capitol is the pride of its owners, the people of the state. Its location is a beautiful one, and the building itself cannot be surpassed. Its erection was begun in 1873, and it is not yet fully completed. It has cost about three million dollars. Thirty different kinds of marble and twelve kinds of wood were used in finishing it.

The state board of health has an important work to do in connection with suppressing infectious and contagious diseases. Many valuable rules relating to the health of school children have been adopted by this board and should be carefully studied by teachers and school officers.

There are also several important societies and boards of directors organized or selected to assist in the execution of the laws of the state. Among these may be named the state agricultural and horticultural societies, the board of dental examiners, the board of curators of the state historical society, the commissioners of pharmacy, and the trustees of the various state institutions. The trustees last named are elected by the general assembly in joint convention. Two members of the state board of educational examiners, one of whom must be a lady, are appointed by the executive council for a term of four years. The state superintendent of public instruc-

tion, the president of the state university, and the president of the state normal school are, *ex officio*, members of the state board of examiners.

#### *Amendments.*

The constitution provides for its own amendment in the following manner: The amendment may be proposed in either house of the general assembly, and if it is agreed to by a majority of the members of each house, it is spread upon their journals and submitted to the next general assembly. Previous to the election of members of the next general assembly, however, the proposed amendment must be published in certain newspapers of the state, as required by law, for a period of three months. If a majority of the members of each house of the second general assembly, to which a proposed amendment is submitted, vote in favor of its adoption, it is then submitted to the voters of the state at a general, or special, election. If a majority of the votes cast at such election are in favor of the adoption of the amendment, it becomes a part of the constitution.

Several amendments have been adopted. The first struck out the word "white" from certain articles relating to suffrage and other rights of citizenship. The next struck out the words "free white" from the section relating to eligibility of members of the general assembly. The prohibitory amendment, adopted June 27, 1882, was declared unconstitutional by the supreme court on account of some irregularity in its adoption. On November 4, 1884, four amendments to the constitution were adopted. The first changed the time of holding all general elections to the Tuesday next after the first Monday in November. The second gave the general assembly the power to redistrict the state for district court purposes. The third authorized the general assembly to provide by law for a grand jury to consist of not less than five, nor more than fifteen, persons, and also to provide for the holding of persons to answer for any criminal offense without the intervention of a grand jury. The fourth abolished the office of district attorney and authorized the enactment of a law for the election of a county attorney in each county of the state.

#### JUDICIAL BRANCH.

The judicial department of the government is vested in the supreme and district courts established by the constitution, and in such others as may be authorized by law.

##### *Supreme court.*

*Number of judges.* Five.

*Term.* Six years.

*Chosen.* By qualified voters of the state at the general elections, one being chosen each year but one, in every period of six years. There will be no judge of the supreme court chosen in 1892, nor in every sixth year thereafter.

*Chief justice.* The judge having the shortest term to serve acts as chief justice.

*Duties.* To interpret the laws of the state, and to serve as a court of appeals from the decisions of inferior courts.

*Meetings.* Three meetings, or terms, are held each year at Des Moines.

*Quorum.* Three members constitute a quorum.

*District courts.*

*Number of judges.* Forty-four.

*Number of judicial districts.* Eighteen.

*Number of judges for each district.* From one to four, according to the amount of business to be transacted.

*Term.* Four years.

*Chosen.* By the qualified voters of the different judicial districts.

*Jurisdiction.* This court has general original jurisdiction in civil and criminal cases and in matters of probate. Certain minor cases may be examined in lower courts, but, in many of these, an appeal may be made to the district court.

*Superior courts.*

These courts may be established in cities of seven thousand, or more, inhabitants, to take the place of police courts. They have practically the same jurisdiction as the district courts, except in cases of probate and divorce. They are the courts in which the violators of the city ordinances are prosecuted. The term of office of the superior judge is four years.

*Police courts.*

Cities of the first class are authorized to establish a police court to be presided over by an officer known as police judge. Judges of police courts have the same powers as justices of the peace. They also take acknowledgments of deeds and other writings, and decide upon matters relating to the violation of city ordinances.

*Justice courts.*

In each township there are chosen two justices of the peace at the general election in each even-numbered year, and one or two additional justices are provided for where an incorporated town or city is located in the township. Justices of the peace have jurisdiction in civil cases where the amount in controversy does not exceed one hundred dollars, or, by consent of parties, three hundred dollars. They have jurisdiction in criminal matters over all offenses less than felony, committed in their respective counties, in which the punishment does not exceed a fine of one hundred dollars, or imprisonment in the county jail thirty days. Their compensation is by fees.

COUNTY GOVERNMENT.

*Counties.* There are ninety-nine counties in Iowa, embracing in all fifty-six thousand twenty-five square miles, the total area of the State. According to a provision of the constitution, no new county can be organized with an area less than four hundred thirty-two square miles. The officers of the county perform nearly all of their work at the county seat in a building called the court house. The county officers are treasurer, sheriff, superintendent of schools, surveyor, coroner, auditor, clerk of district court, attorney, and board of supervisors. The first five named are elected in each odd-numbered year, and the others in the even-numbered years, except that one, or more, members of the board of supervisors, must be chosen every year. There are three, five, or seven members of the board of supervisors, and one-third of these, as nearly as may be, are chosen every year for a term of three years.

*Board of supervisors.* The board of supervisors have general supervision of the business affairs of the county. They audit all claims against the county, settle with the county officers, levy taxes, canvass the votes of the county at general, or special elections, act as overseers of the highways and bridges of the county, and provide for the care of the poor. Their regular meetings occur on the first Monday in January, April, June, and September, and the Monday following each general, or special, election. They are paid four dollars a day for work in regular session, and two and one-half dollars a day for committee work. They are also allowed six cents for each mile traveled in the discharge of their duties.

*Auditor.* The auditor is clerk of the board of supervisors, and it is his duty to issue warrants on the county treasury for the payment of all claims allowed by the board of supervisors. He is the general accountant of the county. **Salary**, twelve hundred dollars a year, with such additional compensation as may be allowed by the board of supervisors in counties having a population of more than twenty-five thousand inhabitants. Heretofore, the auditor has been chosen in the odd-numbered years. The last general assembly extended the present term of auditor to three years, in order that the terms of auditor and treasurer may expire at different times.

*Treasurer.* The treasurer collects the taxes of the county and pays out the same upon the order, or warrant, of the county auditor. He is the custodian of the funds of the county. His compensation varies from twelve hundred to fifteen hundred dollars, with such additional compensation as may be allowed by the board of supervisors in the more populous counties.

*Recorder.* The recorder makes a record of deeds, mortgages, bonds, and other instruments filed with him for that purpose. He is paid by fees at the following rates: For each instrument containing four hundred words, or less, fifty cents; for each additional one hundred words, or fraction thereof, ten cents.

*Clerk of court.* The clerk of the district court keeps a record of all proceedings of that court, and has charge of certain matters in probate and in the appointment of administrators and guardians. He issues marriage licenses, and keeps a record of marriages, births, and deaths as they occur in the county. His compensation varies from eleven hundred to two thousand dollars a year, according to the population of the county.

*Sheriff.* The sheriff is required to execute according to law, and return all writs issued by the proper authorities and placed in his hands for service. He acts as conservator of the peace, makes arrests, and has charge of the county jail and the prisoners confined therein. His salary is from two hundred to four hundred dollars, together with fees and mileage.

*County superintendent.* The county superintendent of schools has the general supervision of the public schools of the county. He holds normal institutes, examines teachers, makes annual settlements with school boards, and reports to the superintendent of public instruction annually the condition of the schools under his charge. He is paid four dollars a day for the time actually employed in the discharge of his duties, with such additional compensation as the board of supervisors may allow.

*Attorney.* The county attorney is a lawyer chosen to act as counsel for the officers of his county and to prosecute criminals for offenses committed within his jurisdiction. His salary is fixed by the board of supervisors and



may vary from three hundred to fifteen hundred dollars. He is also allowed certain fees.

*Surveyor.* The county surveyor makes surveys of all lands in his county when requested to do so. He has charge of the field notes of the original surveys made by the general government, and upon these he bases all of his surveys. His compensation is by fees at the rate of four dollars a day while employed and fifty cents for each copy of plat or field notes furnished.

*Coroner.* The coroner is required to hold an inquest upon the dead bodies of such persons as are supposed to have died by unlawful means. In certain cases, he performs the duties of sheriff. His compensation consists of fees and varies with the work done.

*Notaries public.* These officers are appointed by the governor for a term of three years. They are authorized to take acknowledgments of signatures to deeds, bonds, mortgages, and other legal documents. Each notary is provided with a seal with which he stamps all papers acknowledged before him. His compensation is by fees. A notary public is not properly a county officer, inasmuch as the people of the county have no voice in his selection.

*Oath.—Bond.* All officers of the state are required to take an oath of office before entering upon the discharge of their duties, and, in addition to this, nearly all officers entrusted with moneys and records are required to give bonds for the faithful performance of duty and the delivery of all official property rightfully belonging to their successors.

*Vacancies.* The constitution provides that whenever an officer is appointed to fill a vacancy, he shall serve until the next general election, but persons elected to fill vacancies in office serve the remainder of the unexpired term.

#### CITY GOVERNMENT.

Cities in Iowa are separated into two classes. Cities of the first class must have a population of at least fifteen thousand, while those of the second class range from two thousand to fifteen thousand inhabitants. There are also incorporated towns, or villages, having a population of less than two thousand.

*Officers.* The officers of cities of the first class are the mayor, councilmen, clerk, treasurer, auditor, marshal, assessor, police judge, collector, solicitor, engineer, street commissioner, superintendent of markets, and, in cities having more than thirty thousand inhabitants, a board of public works, consisting of two members appointed by the mayor, by and with the advice and consent of the council. Each city is separated into wards, and one member of the council is chosen, from each ward, every year by the electors for a term of two years. All of the other elective officers are chosen for a term of two years. The members of the board of public works serve for three years. The mayor is the chief executive officer of the city; the council pass certain laws for the government of the city; and the other officers perform such duties as their titles indicate. The election of city officers occurs on the second Monday in March.

Cities of the second class elect a mayor, two councilmen from each ward, a clerk, a treasurer, an assessor, and a solicitor, or attorney. The marshal, street commissioner, and certain other officers are appointed by the mayor and council. The powers and duties of officers in cities of this class are the same, in general, as those performed by corresponding officers in cities of the first class. The officers in incorporated towns are mayor, recorder, and six

trustees, two of the latter being chosen every year for a term of three years. There are also several cities in Iowa acting under special charter, but the provisions for their government are essentially the same as for other cities.

#### TOWNSHIP GOVERNMENT.

Although the township government is most closely related to the people, there is very little attention given to its study in the schools. Each county is separated into divisions known as civil townships, and each one of these is given a local name. To carry out the provisions of the law relating to government surveys, the public lands of the United States were surveyed into square blocks containing thirty-six square miles, and each one of these blocks is called a congressional township. Congressional townships are designated by numbers north or south of the base line and east or west of the principal meridian upon which the survey is based.

##### *Township officers.*

*School officers.* A full account of the duties of school officers as well, as of many other important matters of school, law will be found in another part of this volume.

*Trustees.* In every township, one trustee is chosen at each general election for a term of three years. The board of trustees have several important duties to perform. They serve as overseers of the poor, equalize assessments of property, and act as fence viewers. They also constitute the board of health for the township.

*Clerk.* The township clerk is secretary of the board of trustees, and it is his duty to keep a complete record of the proceedings of the board. On the morning of each general election day, the township clerk is required to post up at the place of election, a detailed statement of the receipts.

*Justices of the peace.* (See justice courts, page, 59.)

*Constables.* In each township there are chosen as many constables as there are justices of the peace. They serve all papers issued to them by the latter officers, summon jurors and witnesses for justice courts, and serve as general ministerial officers for those courts. Justices of the peace and constables are considered county officers, in one sense, as their jurisdiction is co-extensive with the county in which they reside, but they are generally classed with township officers, because they are elected by the qualified voters of the township (or city).

*Assessor.* It is the duty of the township assessor to fix the value on all private property in the township which is subject to taxation. The assessed value of real estate is determined only in the odd-numbered years. The assessor makes a list of all persons in his township who are subject to military duty. To guide him in his work of making assessments, a schedule of value of all kinds of taxable property is furnished him by the board of supervisors.

*Road supervisors.* Each township is separated into road districts, and a road supervisor is elected in each district to have general oversight of the construction and repair of the highways.

*Collectors.* There may be chosen annually in each township, a collector of taxes, to aid the county treasurer in his work. All moneys so collected must be paid into the county treasury.

*Elections.* All township officers, except as expressly stated above, are elected in each even-numbered year for a term of two years.

# OUTLINE OF CIVIL GOVERNMENT OF IOWA.

*Organized as a Territory—July 4, 1838.*  
*Admitted as a State—December 28, 1846.*  
*Capital—Des Moines, Polk county.*

## TABLE OF OFFICERS.

ELECTED BY THE PEOPLE.	APPOINTED BY THE GOVERNOR.	CHOSEN BY THE GENERAL ASSEMBLY.
*Governor.	Adjutant-General.	Trustees of State Institutions.
Lieutenant-Governor.	Board of Health.	Directors of State Normal School.
*Secretary of State.	Commissioner of Labor Statistics.	Regents of State University.
*Auditor of State.	Commissioners of Pharmacy.	Wardens of Penitentiaries.
*Treasurer of State.	Commissioners to visit Hospital for Insane.	State Printer.
Superintendent of Public Instruction.	Custodian of Public Property.	State Binder.
Three Railroad Commissioners.	Dairy Commissioner.	U. S. Senators.
Attorney-General.	Fish Commissioner.	
Clerk of Supreme Court.	Inspector of Illuminating Oils.	
Supreme Court Reporter.	Librarian.	
Judges of the Supreme Court.	Three Mine Inspectors.	
Judges of District Court.	Superintendent of Weights and Measures.	
Representatives in Congress.	Veterinary Surgeon.	
State Senators.		
State Representatives.		

\*Members of Executive Council.

## DISTRICTS.

CONGRESSIONAL.	SENATORIAL.	REPRESENTATIVE.	JUDICIAL.
Number, 11.	Number, 50.	Number, 91.	Number, 18.
Ratio, 151,912.	Ratio, 46,000.	Ratio, 18,500.	Judges, 44.
Representatives, 11.	Senators, 50.	Representatives, 100.	Judges in each District, 1 to 4.

## LOCAL.

COUNTY.	CITY, OR TOWN.	TOWNSHIP.
Board of Supervisors, 3-7.	Mayor.	Board of Trustees.
Auditor.	Councilmen, or Trustees.	School officers.
Treasurer.	Clerk.	Clerk.
Clerk of District Court.	Auditor.	Assessor.
Recorder.	Treasurer.	Justices of the Peace.
Sheriff.	Marshal.	Constables.
Superintendent of Schools.	Assessor.	Road Supervisors.
County Attorney.	Collector.	Collectors (may have).
Surveyor.	Solicitor.	
Coroner.	Street Commissioner.	
Grand Jury.	Police Judge.	
Petit Jury.	Sup't of Markets.	
	Board of Public Works.	
	Superior Court.	

## SALARIES OF OFFICERS.

No.	UNITED STATES OFFICERS.	No.	STATE OFFICERS.
1	President.....\$50,000	1	*Governor.....\$ 3,000
1	Vice-President.....8,000	1	Lieutenant-Governor (ses-
1	*Secretary of State.....8,000	sion General Assembly) .	1,100
1	*Secretary of Treasury....8,000	1	*Secretary of State.....2,200
1	*Secretary of War.....8,000	1	*Auditor of State.....2,200
1	*Secretary of Navy.....8,000	1	*Treasurer of State.....2,200
1	*Secretary of Interior....8,000	1	Sup't Public Instruction...2,200
1	*Attorney-General.....8,000	3	Railroad Commissioners...3,000
1	*Postmaster-General.....8,000	1	†Attorney-General.....1,500
1	*Secretary of Agriculture .8,000	5	Judges Supreme Court....4,000
1	Treasurer U. S.....6,000	1	Clerk Supreme Court....2,200
84	Senators.....5,000	1	Reporter Supreme Court..2,200
330	†Representatives.....5,000	50	†Senators (regular session) 550
5	Territorial Delegates.....5,000	100	†Representatives (reg. ses.) 550
1	††Speaker of House of Rep-	1	Adjutant-General.....1,500
	resentatives.....8,000	1	Com. Labor Statistics.....1,500
1	Pres't <i>pro tem</i> of Senate...8,000	1	Custodian Public Property.1,500
1	Chief Justice of Supreme	1	Dairy Commissioner.....1,500
	Court.....10,500	6	Deputy State Officers.....1,500
8	Associate Justices Supreme	1	Governor's Private Sec'y..1,500
	Court.....10,000	1	Fish Commissioner.....1,200
9	Circuit Judges.....6,000	1	Inspector Illuminating Oils (fees)
63	District Judges.....3,500-5,000	1	Librarian.....1,200
16	Territorial Judges.....3,000	3	Mine Inspectors.....1,200
6	Territorial Governors 2,600-3,000	44	Judges District Court....2,500
1	Chief Justice of Supreme	1	Sup't Weights and Meas....50
	Court, D. C.....4,500	1	Veterinary Surg. (per diem) 5
5	Associate Justices Supreme	1	State Printer.....(fees)
	Court, D. C.....4,000	1	State Binder.....(fees)
5	Judges Court of Claims...4,500	1	Com. of Immigration.....1,200
1	Commissioner of Education 3,000	3	Coms. of Pharmacy.....(fees)

\*Constitute President's Cabinet.

† Twenty cents mileage and \$125 annu-  
ally for stationery.

†† Properly included in the list of Rep-  
resentatives; \$3,000 additional com-  
pensation as Speaker.

\*Members of Executive Council. Receive  
\$500 a year additional compensation.

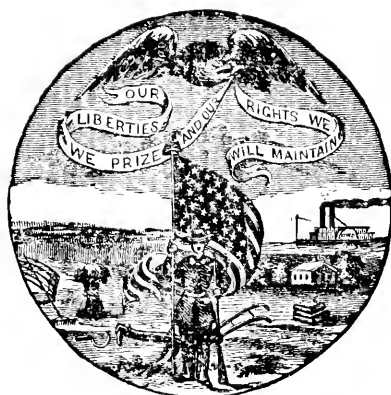
†\$5.00 a day additional, while attending  
court.

†† Mileage—five cents a mile in going to  
and returning from seat of government.

TABLE OF STATE INSTITUTIONS.

INSTITUTION.	LOCATION.
State University.....	Iowa City, Johnson County.
State Agricultural College.....	Ames, Story County.
State Normal School.....	Cedar Falls, Black Hawk County
College for the Blind.....	Vinton, Benton County.
*Industrial Home for Adult Blind.....	Knoxville, Marion County.
Institution for Deaf and Dumb.....	Council Bluffs, Pottawattamie County
Institution for Feeble Minded.....	Glenwood, Mills County.
Soldiers' Orphans' Home.....	Davenport, Scott County.
Soldiers' Home.....	Marshalltown, Marshall County
Hospital for the Insane.....	Mount Pleasant, Henry County.
Hospital for the Insane.....	Independence, Buchanan County
Hospital for the Insane.....	Clarinda, Page County.
Industrial School for Boys.....	Eldora, Hardin County.
Industrial School for Girls.....	Mitchellville, Polk County.
Penitentiary.....	Fort Madison, Lee County.
Penitentiary.....	Anamosa, Jones County.

\* Provided for by Twenty-third General Assembly and recently located.



→ IOWA. ←



LIBRARY OF CONGRESS



0 011 794 747 6